

The School Journal

No 25 • June 24th 1899 • Vol LVIII

BALDWIN'S SCHOOL READING BY GRADES

The most attractive series of readers ever published. Furnished in either eight books for graded schools or five books for country schools. Contains both fascinating children's stories and selections from the works of the greatest writers. Portraits of famous authors and excellent reproductions of celebrated pictures.

THE NATURAL GEOGRAPHIES

ELEMENTARY - - - - - \$.60
ADVANCED - - - - - 1.25

"The Earth as the Home of Man." The only school geography having corresponding maps drawn on the same scale and showing correctly the relative size of countries. Exercises with laboratory work and references for collateral reading. Many other new features.



THE GENTLE TIGER.—From Baldwin's Third Year Reader.

THE BEST BOOKS

THE LOWEST PRICES

WEBSTER'S SCHOOL DICTIONARIES

Revised Editions include

WEBSTER'S PRIMARY SCHOOL DICTIONARY - - - \$.48
WEBSTER'S COMMON SCHOOL DICTIONARY - - - .72
WEBSTER'S HIGH SCHOOL DICTIONARY - - - .98
WEBSTER'S ACADEMIC DICTIONARY - - - 1.50

Supplementary Reading



JOHN WINTHROP.—From "Stories of the Old Bay State."

BALDWIN'S Fairy Stories and Fables - - \$.35
Fifty Famous Stories Retold - - - .35
EGGLESTON'S Stories of Great Americans for Little Americans - - - .40
Stories of American Life and Adventure - .50
GUERBER'S Story of the Chosen People - .60
Story of the Greeks - - - .60
Story of the Romans - - - .60
Story of the English - - - .65
Story of the Thirteen Colonies - - .65
Story of the Great Republic - - .65
CLARKE'S Story of Troy - - - .60
Story of Æneas - - - .45
Story of Cæsar - - - .45
BROOKS'S Stories of the Old Bay State - .60
PAYNE'S Geographical Nature Studies - .25
DANA'S Plants and Their Children - .65
KELLY'S Short Stories of Our Shy Neighbors - .50
NEEDHAM'S Outdoor Studies - - - .40

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Portland, Ore.

McMASTER'S SCHOOL HISTORY OF THE UNITED STATES - - - \$1.00

Special attention paid to the industrial development of the country since 1817.

MILNE'S ARITHMETICS

ELEMENTS, \$.30; STANDARD, .65. Probably the most successful series of arithmetics published during the last twenty-five years.

LYTE'S LANGUAGE SERIES

ELEMENTARY ENGLISH, \$.35; ELEMENTS OF GRAMMAR AND COMPOSITION, .50; ADVANCED GRAMMAR AND COMPOSITION, —. Written for the class room and designed for use in all grades of schools. The sentence is regarded as the unit of expression.

RICE'S RATIONAL SPELLING BOOK

PART I, \$.15; PART II, .20. Precedence given to common words. Small number of words as compared with the ground covered. Frequent reviews and drills.

OVERTON'S APPLIED PHYSIOLOGY

PRIMARY, \$.30; INTERMEDIATE, .50; ADVANCED, .80. Contains many important facts not found in other text-books about which physicians are consulted daily. Special attention paid to the effects of alcohol and narcotics. New cuts.

BARNES'S NATIONAL VERTICAL PENMANSHIP

Eight books and charts. By this system the three essentials of good penmanship—legibility, rapidity, and beauty—are best developed.

NATURAL COURSE IN MUSIC

Seven books and seven charts. A rational method of teaching vocal music. Good music used in conjunction with good poetry.

Twenty Fifth Anniversary and Annual Summer Number

IN · GREAT · DEMAND

By Secondary Schools and Colleges

HARKNESS'S COMPLETE LATIN GRAMMAR \$1.25

President **MARTIN KELLOGG**, of the University of California, writes:

"The Complete Latin Grammar of Professor Harkness gives the essential facts of the language with a due regard to the latest opinions and methods of the foremost grammarians. In point of clearness, Harkness has always excelled, and the present book is a decided advance on his former editions."

HARKNESS'S SHORT LATIN GRAMMAR 80 cts.

Prof. **EDMUND M. HYDUS**, Lehigh University, says:

"I regard the Short Latin Grammar as an admirable treatment of the subject in brief compass. No important fact of Latin Grammar has been left unnoticed, and the preparatory student will be led up to the fuller grammar in his college years without being obliged to change his terminology or to introduce a system of classification which may confuse his ideas of the subject. It is amply sufficient for the years it is designed to cover."

HARPER AND GALLUP'S CICERO'S ORATIONS AND LETTERS \$1.30

The Orations are those generally required by colleges throughout the country. The Letters were selected with special reference to their fitness in sight translation.

"There can be no doubt whatever that Harper and Gallup's Cicero's Orations and Letters is a most valuable addition to Latin text-books for secondary schools. I doubt if any better edition of Cicero's Orations and Letters has ever been published."

Dr. WILLIAM J. MILNE, President of New York State Normal College, Albany, N. Y., writes:

KIRTLAND'S CORRESPONDENCE OF CICERO 50c.

Unequaled for sight translation, the subject matter being interesting, the style clear and vivacious, while the language is not difficult.

"I am very much pleased with Kirtland's Selections. The introduction is good, and the notes though brief, are clear and helpful."

Prof. MINTON WARREN, Johns Hopkins University, says:

Cameron's De Goncourt Selections \$1.25

From **"THE NATION,"** April 20, 1899:

extensive reading. list of critiques, and appendixes bear proof of great industry on the part of the editor."

"It is a decided success, the aim being to stimulate and enable the reader to choose intelligently more. The introduction, notes, and appendixes bear proof of great industry on the part of the editor."

Syms's Mme. de Sévigné Letters 40c.

From Prof. **ROSE SINE MELLE**, Woman's College of Baltimore:

greatly to the intrinsic value of the book itself"

"It is a most excellent book, cleverly edited and which cannot fail to arouse the pupils' interest. The historical annotations are very valuable and add greatly to the intrinsic value of the book itself"

Rogers's French Sight Reading 40c.

From Miss **ROSE CHAMBERLIN**, Bryn Mawr College:

and the vocabularies are especially useful."

"I am using it now in an elementary college class and find it very satisfactory. It is well arranged and the vocabularies are especially useful."

François's French Prose Composition 25c.

From Prof. **P. R. DE PONT**, University of Michigan:

where, as it deserves it unquestionably."

"It is an excellent little book, well conceived and exceedingly well adapted to the use of beginning classes. I trust it will meet with favor everywhere, as it deserves it unquestionably."

Schoenfeld's Ranke's Kaiserwahl Karl's V. 35c.

From Prof. **G. H. DENNY**, Hampden-Sidney College:

lar text-books of our country."

"I recommend it for use in advanced college work, and predict for it an enduring place among the popular text-books of our country."

Willoughby's American Citizenship \$1.00

From Prof. **E. G. BOURNE**, Yale University:

teaching the elements of Civil Government"

"This seems to me a clear, interesting, and very practical book. I like the author's method of treating the subject. It will prove a valuable aid in teaching the elements of Civil Government"

NEARLY READY FOR PUBLICATION

Eclectic School Readings:

- Scott's Kenilworth.* Edited by Mary Harriott Norris, Dean of Women, Northwestern University, Evanston, Ill.
- Dickens's A Tale of Two Cities.* Edited by Ellen B. Kirk.
- Stories of Animal Life.* By C. F. Holder, LL.D., author of Elements of Zoology.
- Our Country in Poetry and Prose.* By Eleanor A. Persons, of Yonkers Schools.
- The Story of the Great Republic.* By H. A. Guerber, author of The Story of the Thirteen Colonies, etc.
- Stories of Maine.* By Sophie Swett.
- First Steps with American and British Authors.* By Albert F. Blaisdell.
- Fifth Book in Arithmetic.* By S. W. Baird, Principal of Franklin Grammar School, Wilkesbarre, Pa.
- Grammar School Arithmetic.* By Adelia R. Hornbrook, Teacher in the Public Schools of Evansville, Ind.
- Grammar School Algebra.* By William J. Milne, Ph.D., New York State Normal College, Albany, N. Y.
- Elements of Plane and Solid Geometry.* By William J. Milne, Ph.D., New York State Normal College, Albany, N. Y.
- Civil Government.* By A. L. Peterman. Michigan Edition.

- Advanced Grammar and Composition.* By E. Oram Lyte, A.M., Ph.D., Principal of First Pennsylvania State Normal School, Millersville, Pa.
- Qualitative Analysis for Secondary Schools.* By Cyrus W. Irish, A.B., Head Master Lowell High School, Lowell, Mass.
- Politics for Young Americans.* Revised and Enlarged By Charles Nordhoff.
- A New French Course.* By Edwin F. Bacon, Ph.D. Professor of Modern Languages, State Normal School Oneonta, N. Y.
- General History of the World.* By F. M. Colby, M.A. Associate Professor of Economics, New York University.
- Geschichten vom Rhein.* By Menno Stern, of Stern's School of Languages, New York City.
- A Term of Ovid.* By C. W. Gleason, of Roxbury Latin School, Roxbury, Mass.
- Ovid.* Edited with Explanatory and Grammatical Notes and Lexicon. By Frank J. Miller, Professor of Latin, University of Chicago.
- Dumas's La Tulipe Noire.* Edited by Edgar E. Brandon, Professor of French Language and Literature, Miami University, Oxford, Ohio.
- Heuse's L'Arrabbiata.* Edited by Max Lentz, Classical School, Paterson, N. J.

FOR DESCRIPTIVE CIRCULARS AND SPECIAL INFORMATION REGARDING THESE BOOKS, PLEASE WRITE TO

AMERICAN BOOK COMPANY

New York

Cincinnati

Chicago

Boston

Atlanta

Portland, Ore.

"BOOKS WITH IDEALS FOR YOUNG AMERICAN READERS"

The "Four Great Americans" Series

Edited by JAMES BALDWIN, Ph.D.

"A series of Reading Books that place Heroism, Patriotism, Genius, and Virtue upon a Biographical Throne, and Crown them with a Literary Radiance."

VOLUMES NOW READY

FOUR GREAT AMERICANS

George Washington, Benjamin Franklin, Daniel Webster, Abraham Lincoln.

....By
JAMES BALDWIN, Ph.D.

Illustrated, One Vol., Cloth, 246 Pages, Price, 50 Cents.

In Four Booklets, Paper, Each, 10 Cents

FOUR AMERICAN PATRIOTS

Patrick Henry, Alexander Hamilton, Andrew Jackson, Ulysses S. Grant.

....By
ALMA HOLMAN BURTON

Illustrated, One Vol., Cloth, 254 Pages, Price, 50 Cents.

In Four Booklets, Paper, Each, 10 cents

FOUR AMERICAN POETS

William Cullen Bryant, Henry W. Longfellow, John G. Whittier, Oliver Wendell Holmes.

....By
SHERWIN CODY

Illustrated, One Vol., Cloth, 254 Pages, Price, 50 Cents.

In Four Booklets, Paper, Each, 10 Cents

FOUR AMERICAN NAVAL HEROES

CAPTAIN PAUL JONES
and Our Navy of 1776

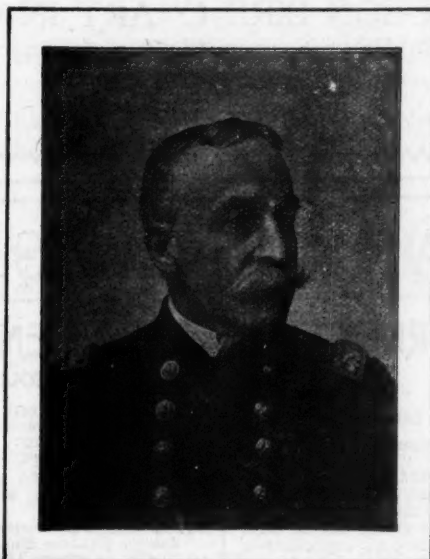
COMMODORE PERRY
and Our Navy of 1814

ADMIRAL FARRAGUT
and Our Navy of 1862

ADMIRAL DEWEY
and Our Navy of 1898

...By
MABEL BORTON BEEBE
With an Introduction by
DR. BALDWIN

Copiously Illustrated.
Cloth Bound. Price, 50 cents
Four Booklets, Each 10 cents



(Extract from a letter from
Admiral Dewey.)

Flagship Olympia.

Manila Bay,

April 11, 1899.

* * * * *

The selection of myself as one of the subjects in "Four American Naval Heroes," is most gratifying and complimentary to me, and as such is most highly appreciated.

Very truly yours,

Alfred T. Dewey

GREAT AMERICAN EDUCATORS

Horace Mann, Mary Lyon, David P. Page, Henry Barnard, J. P. Wickersham, John D. Philbrick, Newton Bateman, A. E. Sheldon.

....By
DR. A. E. WINSHIP

VOLUMES IN PRESS

FOUR AMERICAN PIONEERS—George Rogers Clark, Daniel Boone, David Crockett, Kit Carson.

By FRANCES M. PERRY and KATHERINE BEEBE

FOUR AMERICAN EXPLORERS—Lewis and Clark, John C. Fremont, Elisha Kent Kane.

By KATHERINE BEEBE

FOUR GREAT AMERICAN WRITERS—Washington Irving, Edgar Allan Poe, James Russell Lowell, Bayard Taylor.

By SHERWIN CODY

OTHER VOLUMES IN PREPARATION

For Complete List of our Publications, address

Werner School Book Company

CHICAGO

NEW YORK

BOSTON

The Prang Educational Company



Boston

New York

Chicago

NEW ELEMENTARY DRAWING COURSE.

An entirely new publication based on the leading and best thought of the times. Its exercises are from first to last, ART STUDY. Published in yearly and half-yearly editions, with Manuals for teachers. Committees and teachers interested to secure the latest and best course should examine our new illustrated prospectus giving sample pages from the books, together with opinions of leading supervisors.

PRANG'S NEW PLATES OF HISTORIC ORNAMENT.

A set of 52 plates, in color indispensable for correct study. Descriptive pamphlets in active preparation—Egypt and Greece now ready.

NEW AUDUBON BIRD CHART IN COLORS.

Especially prepared for schools. Descriptive pamphlet free with chart.

 INSPECTION OF OUR PUBLICATIONS CORDIALLY INVITED AT ANY OFFICE OF THE COMPANY.

SECONDARY ENGLISH TEXTS

COMPOSITION AND RHETORIC

FOR SCHOOLS.

By **ROBERT HERRICK, A.B.**, and **LINDSAY TODD DAMON, A.B.**,
Both of the University of Chicago.

PART I.—The authors have here provided a course for constructive work in which the critical side of teaching is subordinated to the constructive, stimulative side and by which the pupil is encouraged to write freely and to form habits of thought and of invention before his expression is minutely criticized.

PART II.—The pupil here studies the laws that govern writing and the Standards of Good Use, viz.: Present, National, and Reputable Use; Barbarisms and Improprieties; the use of "shall" and "will," "should" and "would," and is given copious illustrative examples and exercises.

PART III.—This part is devoted to the consideration of the allied subjects of Diffuseness, Tautology, Redundancy, Verbosity, Figures of Speech, etc., illustrated by a variety of helpful exercises.

PART IV.—Certain principles underlie the proper construction of both the sentence and the paragraph, and the authors have set forth these laws fully in this part of the book.

PART V.—The structure of the whole composition is now studied under the topics of Summaries, Descriptive, Narrative, Expository, and Argumentative writing, etc.

Cloth, 476 pages. Price, \$1.00.

Teachers who desire to examine this book with a view to adoption are requested to communicate with the publishers.

LAKE ENGLISH CLASSICS

FOR COLLEGE ENTRANCE 1900.

SHAKESPEARE—Macbeth. 25c.
JOHN HENRY BOYNTON, Ph.D., late Instructor in English, Syracuse University. W. A. NEILSON, Ph.D., Instructor in English, Bryn Mawr College.

MILTON—Paradise Lost. Books I and II. 25c.
FRANK E. FARLEY, Ph.D., Instructor in English, Syracuse University.

BURKE—Speech on Conciliation with America.
JOSEPH WILLIAMS DENNET, B.A., Professor of Rhetoric and English Language, The Ohio State University.

MACAULAY—Essays on Milton and Addison. 25c.
ALPHONSO G. NEWCOMER, A.M., Associate Professor of English, Leland Stanford Junior University.

DRYDEN—Palamon and Arcite. 25c.
MAY ESTELL COOK, A.B., Instructor in English, South Side Academy, Chicago.

POPE—Homer's Iliad, Books I, VI, XXII, XXIV (In preparation).

GOLDSMITH—The Vicar of Wakefield. 30c.
EDWARD P. MORTON, A.M., Instructor in English, The Indiana University.

SCOTT—Ivanhoe (In preparation).

DE QUINCEY—The Flight of a Tartar Tribe. 25c.
CHARLES W. FRENCH, A.M., Principal, Hyde Park High School, Chicago.

COOPER—Last of the Mohicans. 40c.
EDWIN H. LEWIS, Ph.D., Associate Professor of English, Lewis Institute.

TENNYSON—The Princess (In preparation).

COLERIDGE—The Ancient Mariner. } One Vol., 25c.
LOWELL—Vision of Sir Launfal. }

WILLIAM VAUGHN MOODY, A.M., Instructor in English, The University of Chicago.

ADDISON—The Sir Roger de Coverley Papers. 30c.
HERBERT VAUGHAN ABBOTT, A.M., Instructor in English, Harvard University.

Copies mailed on receipt of price.

SCOTT, FORESMAN, & CO., PUBLISHERS, CHICAGO.

LONGMANS, GREEN & CO.'S NEW BOOKS

New Books For High Schools:

Synopsis of German Grammar for the Use of High Schools and Academies. By Edward Althaus, Instructor in German at the High School, Borough of the Bronx, New York City. 12mo, 124 pages. \$60.

This book is intended to accompany the student throughout his high-school course, to be referred to continually for the statement of grammatical rules or the elucidation of the various difficulties of construction as he meets them in the course of his reading.

Plane and Solid Geometry.

By James Howard Gore, Ph.D., Professor of Mathematics, Columbian University, Author of "Elements of Geodesy," "History of Geodesy," etc., etc. Crown 8vo, 220 pages, \$1.00.

In this book about one-half the matter usually included in text-books on geometry has been omitted. This exclusion leaves out all those propositions which are not of practical value, and such as are not of use in applied mathematics. The practical teacher may rest assured that in this treatise there are no breaks in the continuity of reasoning or lack of training in the demonstrative processes. The book prepares for college entrance examinations, and should appeal to all teachers who are in sympathy with the movement to shorten the college preparatory curriculum.

Elementary Zoology.

By Frank E. Beddard, M.A., Oxon., F.R.S., Examiner in Zoology and Comparative Anatomy in the University of London, etc. 215 pages. With 93 illustrations. Crown 8vo, \$90.

"I know of no small text-book so up-to-date."—Mrs. L. L. W. Wilson, The Philadelphia Girls' Normal School, Philadelphia.

New Books For Teachers:

German Higher Schools, The History, Organization, and Methods of Secondary Education in Germany. By James E. Russell, Ph.D., Dean of Teachers College, Columbia University, New York. 8vo, 468 pages, with 7 Appendices of Tables and a Full Index. \$2.25.

This book is the result of Dr. Russell's personal investigation of the German Schools at the instance of the Regents of the University of the State of New York and as the Special Agent of the United States.

Psychology in the School-Room.

By T. F. G. Dexter, B.A., B.Sc., and A. H. Garlick, B.A., author of "A New Manual of Method." 421 pages, crown 8vo, \$1.50.

"I have recommended Dexter and Garlick's 'Psychology in the School-room' as being the most practical aid to a preparation for meeting the requirements for securing higher licenses."—JOHN J. McNULTY, Professor of Moral Philosophy in the College of the City of New York.

The Art of Teaching.

By David Salmon, Principal of Swansea Training College. Crown 8vo, 289 pages, \$1.25.

This book is devoted to the exposition of teaching as a Technical Art, founded on experience, philosophical principle, and scientific observation.

CONTENTS: Introduction—Some General Principles—Order, Attention, Discipline—Oral Questioning—Object Lessons—Reading—Spelling—Writing—Arithmetic—English—Geography—History—The Education of Infants—Questions—Index.

Longmans' "Ship" Literary Readers

An entirely New Series. Adopted for the Public Schools of New York City, Jersey City, Brooklyn, Philadelphia, Paterson, N. J., Passaic, N. J., many other cities, and numerous Private Schools.

The chief aim of these books is to cultivate a taste for the best reading, and to help to give children a love for nature and for all that is beautiful and good. They are firmly bound in cloth, printed in large type on good paper, and copiously illustrated. The selections are from the best modern writers, among them J. Fenimore Cooper, Washington Irving, James Whitcomb Riley, Cardinal Newman, Charles Reade, Henry W. Longfellow, John G. Whittier, H. Rider Haggard, Robert Louis Stevenson, Mark Twain, Bret Harte, and R. D. Blackmore.

A 24-page circular, containing descriptions and specimen pages, and a list of books for supplementary reading, will be sent to any teacher on request.

First Primer, 12 cents; Second Primer, 12 cents; Infant Reader, 15 cents; Book 1, 25 cents; Book 2, 25 cents; Book 3, 25 cents; Book 4, 40 cents; Book 5, 45 cents; Book 6, 45 cents.

LONGMANS, GREEN, & CO., Publishers, 91 and 93 Fifth Avenue, New York.

Christopher Sower Company.

(ESTABLISHED 1738.)

The Oldest Publishing House in America.

Publishers of Modern Educational Books,

IN PRESS

The Standard Readers.

By MARTIN G. BRUMBAUGH, Ph.D.,
Professor of Pedagogy in the University of Pennsylvania.

These new readers are complete in five volumes. They embody and develop Dr. Brumbaugh's Ideas of Methods in Teaching Reading.

The Standard Vertical Writing

Complete in Six Books.

The newest, most simple, beautiful, practical, and teachable system of Vertical Writing published. A True Vertical Writing, not panned print nor slant writing-made upright.

Liberty Bell Leaflets. (5 cents each).

Reprints of Original Historical Documents.

Edited by { MARTIN G. BRUMBAUGH, Ph.D.
JOSEPH S. WALTON, Ph.D.

Invaluable aids to teachers of American History.

Brooks's Famous Mathematical Series

By EDWARD BROOKS, A.M., Ph.D.

Superintendent of Philadelphia Public Schools.

Brooks's Arithmetics, Algebras, Geometries, Trigonometries. Books of established methods, proven to be the best and still leading all others.

Beitzel's Primary and Advanced Word-Builders

Two Logical and Consecutive Spelling-Books.

Lyte's Book-keeping and Blanks, Westlake's Common-School Literature, Magill's Modern French Series, Etc.

CHRISTOPHER SOWER COMPANY, Publishers,

614 Arch Street, Philadelphia.

THE RAND-McNALLY TEXT-BOOKS

The Lights to Literature Readers

This is the finest series of readers ever published. The books are printed on high-grade, super-calendered paper, and are superbly bound and illustrated. Unique in plan. Full of interest to children. Adopted by over 400 schools in six months.

The Rand-McNally Geographies

THE ELEMENTARY GEOGRAPHY.

THE GRAMMAR SCHOOL GEOGRAPHY.

THE PRIMARY GEOGRAPHY. (For Teachers)

Progressive without containing "fads," this series has proven **universally successful in the class-room**. It is revised annually to keep pace with the progress of geographical science. The only series published containing reliable, up-to-date maps. **Has five times the sale of any other series.**

Hall's English Grammars

Prepared by a successful graduate of the Illinois State Normal School, and edited by a Chicago principal and a professor in Chicago University, these books are well graded and thoroughly practical.

The Hewett Arithmetics

The author, an educator of national reputation, has so simplified this subject, and so thoroughly taught the essentials, that the books are popular with both teachers and pupils.

The Round Rapid Writing Books

The only vertical series permitting the muscular movement. Teaches writing as people actually write. Practical, simple.

Hewett's Speller and Word Book

Contains over 7000 words. Frequent suggestions for teachers. Numerous and practical reviews. Word Analysis, Synonyms, Antonyms, Homonyms, etc.

The School Library Series

The standard literature of the world in 64 attractive volumes. Size, $5\frac{1}{4} \times 7\frac{1}{4}$ inches. Unabridged. Uniformly bound in cloth. 60 cents per volume.

Other Books in Preparation. Correspondence Solicited.

RAND, McNALLY & CO., Publishers,

NEW YORK: 142 Fifth Avenue.

CHICAGO: 166-170 Adams Street

THOMPSON, BROWN & CO.

Special attention is invited to

A NEW SERIES OF ARITHMETICS: GRADED LESSONS IN ARITHMETIC.

By WILBUR F. NICHOLS, Master of Grammar School, Holyoke, Mass. Books II-III-IV-V-VI-VII-VIII. A separate book for each school year, beginning with the second. Price, 25 cents each book. Sample copy, 15 cents.

The most notable publication of the time for teaching number. Unique in plan and methods—Successful in use—Heartily endorsed by prominent educators. Some special features: Examples under different topics in the same lesson and carried from grade to grade—Much work in mensuration and magnitudes and in comparing of geometric forms—Elementary treatment of Algebra and Geometry in the higher grades. The use of these books will develop "Thought Power" in a marked degree.

GIFFORD'S ELEMENTARY LESSONS IN PHYSICS.

For the higher classes in Grammar Schools and for beginners in the High School. On the experiment plan. The apparatus required is simple, inexpensive and easily procured or constructed. The teachers like Gifford's Physics. It answers all the requirements for an entirely satisfactory Grammar School Text-Book. Sample copy sent for 30 cents.

THE DUNTONIAN VERTICAL WRITING BOOKS.

This system has some new and distinctive features that differentiate it from all other systems, and that readily promotes a practical vertical, and at the same time elegant round hand, with that freedom of movement that insures facility and rapidity of execution. Teachers are united in commendation of the Duntonian. Writing tests from a large number of schools show that no system produces so good and rapid writers as the Duntonian. Sample set sent for 25 cents large size, 15 cents short course.

NASH'S LITERATURE READERS, No. I.

ESOP AND MOTHER GOOSE, by LOUIS P. NASH, Supt of Schools, Holyoke, Mass. Fully illustrated. A Primer and First Reader for the early Primary Grades, prepared in the belief that children by the introduction to them of such stories, at this age, can be pleasurably and better taught to read, and at the same time lead toward a love for good classic literature. Sample copy for 15 cents.

ANNOUNCEMENT.

We are pleased to announce the publication of a New Algebra for Grammar Schools and for beginners in the study.

ELEMENTS OF ALGEBRA.

By C. ALEXANDER FAIRBANK and EDWIN HEDDEN, Principals of Grammar Schools, Baltimore. 280 pp. Price, 75 cents, half leather. A new and natural presentation of the Elements of Algebra as they grow out of arithmetic. Their way of presenting some of the subjects is different from other authors, notably in the case of negative quantities. This book will well repay the examination of educators. A sample copy sent for 35 cents.

FOR HIGH SCHOOLS AND ACADEMIES:

BRADBURY AND EMERY'S ACADEMIC ALGEBRA.

By WM. F. BRADBURY, Head Master, Cambridge Latin School, and GRENVILLE C. EMERY, Master in Public Latin School, Boston. The position of the authors in the important schools with which they are connected has given them exceptional opportunity of knowing the preparatory requirements for the Colleges and Scientific Schools, as well as for the regular High School work. This book will be found to have no superior as a practical text-book. Sample copy for 50 cents.

BRADBURY'S ACADEMIC GEOMETRY.

PLANE AND SOLID. An edition is published consisting of Plane Geometry alone.

Designed for High Schools and Academies, and especially adapted to meet the present requirements for admission to the leading Colleges and Scientific Schools. It contains a large number of exercises for original demonstration. While for Bradbury's Geometry the absurd claim is not made that it is the *only* book that meets the new entrance requirements at Harvard (as is made in the advertisement of a competing Geometry) it does meet them fully. In view of the fact that the Cambridge Latin School, of which the author is head-master, is under the shadow of Harvard university, and that a large proportion of its students wish to be and are fitted for that institution, such would naturally be the case. Examination copy sent: Plane, 40 cents; Plane and Solid, 60 cents.

MESERVEY'S TEXT-BOOKS IN BOOK-KEEPING.

Used largely in every State in the Union. They seem to meet the requirements of the Public Schools and Academies in an entirely satisfactory manner. Recently adopted for the State of Virginia, and for the schools of Manhattan and the Bronx. Sample sent for 50 cents single and double entry, 30 cents single entry alone, 40 cents double entry alone.

For circulars and information as to these and other important educational works correspondence is cordially requested.

THOMPSON, BROWN & CO., Publishers, 76 Summer Street, Boston.
267 Wabash Ave., Chicago.

MILTON BRADLEY COMPANY, SPRINGFIELD, MASS.

New York, 11 E. 16th St. Atlanta, 515 Grand Build'g. Kansas City, 418 E. Ninth St.

A New Book, by Emilie Poulsson, on

Kindergarten Principles in the Child's Home Life.

Ready August 20, 1899. Price : : : \$1.50

Half a Hundred Stories

For the Little People.

By NEARLY HALF A HUNDRED WRITERS. Beautifully bound in Red Cloth and Gold. Price, postpaid : : : \$.75

This collection of Short Stories will be found of great worth in Kindergarten, Primary School and Home. The stories are short and suggestive, two valuable qualities in children's stories.



EVERY SCHOOL LABORATORY SHOULD HAVE A

Good Card and Paper Cutter

for accurately and rapidly cutting card-board mounts for various purposes. The following styles and sizes are adapted to every class of work, from the factory to the amateur's workroom, any where that paper or cardboard is to be cut quickly and accurately. Send for a special circular describing these excellent Cutters.

| | |
|--|---------------|
| The Manufacturer's Cutter, 24-inch blade | : : : \$25.00 |
| Premium Card Cutter, 12-inch blade | : : : 10.00 |
| Studio Cutter, 10-inch blade | : : : 3.00 |
| Dandy Photo Trimmer, 8-inch blade | : : : 2.00 |
| Diamond Photo Trimmer, 6-inch blade | : : : 1.25 |

COLOR

If interested in the subject of color instruction, send to MILTON BRADLEY Co. for full information regarding the only system of teaching color which is comparable with the advanced methods in drawing now in use in American schools. Color is practically as important a factor in our lives as form, and yet the color-instruction, furnished in a large proportion of the schools in this or any other country, is to-day on a plane relatively lower than that occupied by drawing in the United States twenty-five years ago.

The

Bradley Standard Water Colors

Just what you want for practical work. Made to complete the material appliances for our system of Color Instruction. Prepared in three forms:

| | |
|---|--------------|
| Dry, in cakes. Price, per box, postpaid | : : : \$.25 |
| Semi-moist, in pans. Price, per box, postpaid | : : : .35 |
| Moist, in tubes. Price, per tube | : : : .10 |

HAVE YOU SEEN OUR NEW

Standard Mixing Palette?

Adapted to any line of Water Colors in tubes. Adopted by the GREATER NEW YORK SCHOOLS.

Price, : \$.60 a dozen. | Postage : : \$.25 a dozen.

WE STILL MAKE THE POPULAR

Springfield Drawing Kit.

Try also our Drawing Pencils, Compasses, and other Apparatus. Catalogue Free.

Leaders in Juvenile Books.

Fifty Years' Experience in Publishing Books for the Boys and Girls of America.

Teachers and Educators should examine our publications especially fitted for Supplementary Reading. For instance—

Emilie Poulsson's Books for the Kindergarten.

| | | | |
|--|--------|---------------------------------|--------|
| Nursery Finger Plays (with music)..... | \$1.25 | Child Stories and Rhymes..... | \$1.25 |
| Through the Farmyard Gate..... | 1.25 | Stories for Little Readers..... | .15 |

(Thousands of these books are now in use.)

Elbridge S. Brooks' Popular "True Story" Series.

| | | | |
|---|--------|---|------|
| The True Story of Christopher Columbus, called the Admiral. New revised edition. Profusely illustrated..... | \$1.50 | The True Story of Benjamin Franklin, the American Statesman. 4to..... | 1.50 |
| The True Story of George Washington, called the Father of His Country. Fully illustrated, 4to, cloth..... | 1.50 | The True Story of U. S. Grant, the American Soldier. 4to, cloth..... | 1.50 |
| The True Story of Abraham Lincoln, the American. Fully illustrated, 4to, cloth..... | 1.50 | The True Story of Lafayette, the Friend of America. 4to Fully illustrated..... | 1.50 |
| | | The True Story of the United States (brought up-to-date). 4to, illustrated..... | 1.50 |

The Interstate Readers.

| | | | |
|--|--------|---|-----|
| Interstate Primer and First Reader, by Ellen M. Cyr. 186 pages, cloth..... | \$.30 | Kate L. Brown. (Follows in the line of Cyr's First Reader). 198 pages, cloth, illustrated..... | .45 |
| Interstate Primer Supplement, by S. B. Winchell. (Supplement to Cyr's First Reader). 126 pages, cloth..... | .30 | Interstate Third Reader, by May I. Lovejoy. (The closing Reader of this popular set). 208 pages, 8vo, cloth, illustrated..... | .60 |
| Interstate Second Reader, by | | | |

(These excellent Readers are largely used both as text-books and for supplementary use, and are always liked by teachers and scholars.)

The above are simply in the way of mention. All interested in the best school aids are urged to send for our New and Complete Catalogue. With portraits of popular authors. Mailed free to any address.

LOTHROP PUBLISHING COMPANY, - Boston.

New Publications

HISTORY UP TO DATE.

For Supplementary Work in History.

Being a chronicle of causes and events relating to the War with Spain. By Wm. A. JONES. Fully illustrated. 12mo, 256 pp., cloth. Price, \$1.50. School Edition, \$1.00, net.

"As a brief summary the book appears to be most admirable."—Chancellor Holland, University of West Penn.

"Has real value as a book of reference for the busy man who has no time to waste in searching through more extensive publications."—Boston Evening Transcript.

THE LATER ENGLISH DRAMA

Edited with an Introduction, Biographies, and Notes, by CALVIN S. BROWN. 1 vol., 12mo, Cloth, 592 pages. Price, \$1.20 net. Separate Plays 6 parts, 35 cents each.

Contains the following selected Plays carefully annotated:

GOLDSMITH—"She Stoops to Conquer."
SHERIDAN—"The Rivals" and "The School for Scandal."
KNOWLES—"Virginia."
BULWER-LYTTON—"The Lady of Lyons" and "Richelieu"

A brief introduction presents an outline of the English drama from the time of Shakespeare to the present. Each play is also published separately neatly bound in cloth for students' and school use.

"I have looked through the book with interest. I shall try it in a course which I am to give at Radcliffe College."—Prof. Geo. P. Baker, Harvard University.

"I have often felt the need of such a book. I feel sure that your book will be valuable to us. I am glad also that the plays are to be accessible singly."—Prof. W. D. McClintock, University of Chicago.

LEGENDS OF THE RHINE

By H. A. GUERBER, Author of "Myths of Greece and Rome," etc. One volume, 12mo, Cloth. Illustrated. Price, \$1.50, net.

"As a contribution to folk-lore and as a source of information and enjoyment to the many who may never see this matchless river, as well as a legendary guide, this volume is of very great interest."—Cincinnati Tribune.

Mythology and Natural History Combined.

BIRD GODS

By CHARLES DEKAY. With Decorations by George Wharton Edwards. One volume, 12mo, cloth, gilt top, pages, xxiv. + 249-273. Price, \$2.00, net.

"Thoroughly charming and beautifully gotten up. In it many new points in Natural History are brought out."—Boston Evening Transcript.

"Distinctly interesting, alike to folk-lore, students of mythology and general readers."—The Dial, Chicago.

Correspondence solicited. Any of the above sent by mail, postpaid on receipt of price.

A. S. BARNES & CO., Publishers, 125 FIFTH AVE., NEW YORK.

Text=Books That Educate.

The Walsh Arithmetics

embody in practical form the best modern ideas on the teaching of elementary mathematics. With their "spiral advancement" plan it is impossible for pupils to forget one principle upon taking up the next. Monograph upon "The Spiral Plan of Teaching Arithmetic," mailed free on request.

The Natural System of Vertical Writing.

By A. F. Newlands and R. K. Row. Genuinely vertical, with simple letter-forms that insure legibility and speed. Regular Series—six books. Business and Social Forms—two books. Charts, Teacher's Manual. Spelling Blank.

The Heart of Oak Books.

A series of six books that develop a taste for good reading. This series was planned by James Russell Lowell, George William Curtis, Wm. M. Soane, G. Stanley Hall, and Charles Eliot Norton. Sample pages mailed free.

Hyde's Practical Lessons in English.

The great popularity of this series is due to the satisfactory results in the use of correct English that it secures.

Dole's American Citizen.

A text-book in civics and morals that prepares youth to become intelligent and patriotic citizens.

Thompson's System of Drawing.

Eight Series of Books, with Models and Teacher's Manuals, suited to the needs of every grade.

Catalogue describing more than five hundred successful text-books in Science, Mathematics, History, Geography, English Language and Literature, French, German, Drawing, Music, etc., mailed postpaid, on request.

Bass's The Beginner's Reader.

Sensible Vocabulary, Vertical Script, Natural Methods, Colored Illustrations.

"The best of its kind."—ADA V. S. HARRIS, Supt. Primary Schools, Newark, N. J.

"The handsomest of all."—*New York Teachers' Magazine*.

Nature Readers.

For the second year in school—Warren's From September to June with Nature, 35c.; Bass's Plant Life, 25c.; Wright's Seaside and Wayside, No. 1, 25c.; Griel's Glimpses of Nature, 30c. Third year in School—Bass's Animal Life, 35c.; Miller's Saturday Bird Class, 25c.; Spear's Leaves and Flowers, 25c.; Wright's Seaside and Wayside, No. 2, 35c.

The New Education.

The following books are successfully enriching the courses in Grammar Schools: Hunt's Geometry for Grammar Schools, 30c.; Bailey's Physics for Grammar Schools, 50c.; Phenix's First Lessons in Chemistry, 20c.; Grandgent's French for Grammar Schools, 1st year, 25c.; 2d year, 30c.

Whiting's Public School Music Course.

"For sweetness and completeness of general musical culture, the Whiting System is by far the most satisfactory."—Supt. L. H. Jones, Cleveland, O.

Heath's Pedagogical Library.

Thirty-four volumes on the History, Science, and Practice of Education. Full descriptive circular mailed free on request.

D. C. HEATH & CO., Publishers,

110-112 Boylston St., BOSTON.

91-93 Fifth Ave., NEW YORK.

378-388 Wabash Ave., CHICAGO.

MERRILL'S VERTICAL · PENMANSHIP

is the easiest to teach and the easiest to learn; excels in the grace and simplicity of its letter forms and produces a style of writing having more character and beauty than can be acquired by the use of any other system.

These facts account for the marvelous rapidity with which Merrill's Vertical Penmanship has found its way into the schools of the country, as well as for the fact that the results uniformly attending its use have been such as to call forth the most enthusiastic letters of commendation from superintendents, teachers, and parents.

REED AND KELLOGG'S LANGUAGE SERIES

Has Never Had a Formidable Rival.

Prepared by scholars who are also teachers, largely the outgrowth of a long experience, dealing with essentials and empty of all rubbish, aiming at practical results, making no needless demands upon the memory, exacting thought of the pupil at every step and developing it in him, abreast with the latest thought and the best methods of the time, these books are offered by the publishers in the belief that their use would be as profitable to teachers and pupils as to publishers and authors. More than 65,000 of the Reed & Kellogg books have lately been sent for introduction into the St. Louis schools.

Send for circulars showing characteristic features and extensive use.

MAYNARD, MERRILL & CO., Publishers,
29, 31, and 33 East 19th St., - - - NEW YORK.

Supplementary Reading.

A Book About Shakespeare. Written for Young People. By J. N. McILWRAITH ("Jean Forsyth"). 12mo, extra cloth 80 cents. "One of the most charming of recent contributions to Shakespearean literature. It gives the main facts about Shakespeare and his contemporaries, the manners and customs of the times, and the stories of his plays, and describes the haunts of the great dramatist, in a simple and attractive way. The illustrations show numerous scenes from the plays. Young people especially can derive great profit from the reading of this volume."—*The School Journal*.

THE CLASSICAL SERIES.

Shakespeare's Stories Simply Told—Tragedies.

By MARY SEYMOUR.

Shakespeare's Stories Simply Told—Comedies.

By MARY SEYMOUR.

Stories of the Days of King Arthur.

By CHARLES HENRY HANSON.

The Siege of Troy and the Wanderings of Ulysses

By CHARLES HENRY HANSON.

Chaucer's Stories Simply Told.

By MARY SEYMOUR.

Stories of Old Rome.

By CHARLES HENRY HANSON.

Six vols. 12mo, cloth, inked sides. Beautifully illustrated by Howard Scamwell, Dore, Flaxman, and others. Per Vol. \$1.25.

FAVORITE KIRBY BOOKS.

Aunt Martha's Corner Cupboard: or, Stories about Tea, Coffee, Sugar, Rice, etc., etc. By M. and E. KIRBY. With 86 Engravings. 12mo, cloth. 60 cents.

The World by the Fireside: or Pictures and Scenes from Far-Off Lands.

By MARY and ELIZABETH KIRBY.

Small 4to, cloth, extra. Profusely illustrated, \$1.75.

Containing in a number of short conversational sections a great variety of geographical information; facts of natural history and personal adventure; intended to bring the world so full of wonders, to our own fireside.

The Sea and Its Wonders. A companion volume to "The World by the Fireside." By M. and E. KIRBY. Beautifully illustrated. Small 4to, cloth, extra. New Edition, \$1.75.

Sold by all booksellers or sent postpaid on receipt of price. Send for catalog.

THOS. NELSON & SONS, Publishers,

37-41 East 18th Street, - - - - - NEW YORK.

WEBSTER'S INTERNATIONAL DICTIONARY.

Every Teacher and School Should Own It.

IT EXCELS in the ease with which the eye finds the word sought; in accuracy of definition; in effective methods of indicating pronunciation; in terse and comprehensive statements of facts and in practical use as a working dictionary.

THE INTERNATIONAL IS THE FAVORITE WITH EDUCATORS.

Hon. W. T. Harris, LL.D., United States Commissioner of Education, Washington, D. C. Webster's International Dictionary is in constant use in this office, and is regarded as the highest authority in matters of orthography, pronunciation and definition.

Dr. E. Oram Lyte, President of N. E. A. The International must maintain its place as the leading dictionary of its class.

Dr. Irwin Shepard, Secretary of N. E. A. I cannot think of any improvement that could be made in the arrangement or subject matter of the International.

J. M. Greenwood, Superintendent of Public Schools. KANSAS CITY, MO. While having free access to all the leading modern dictionaries of the English language, I use the International ten times more than all the others. It is still the standard in the United States with no competitor in sight.

Hon. L. D. Harvey, State Superintendent of Public Instruction. MADISON, WIS. The International is found in every public schoolroom in Wisconsin, and is the standard for the State by statutory enactment and by reason of its intrinsic worth.

Hon. Howard J. Rogers, A. B., Director of Education and Social Economy to the Paris Exposition of 1900. ALBANY, N. Y. I consider the International the most valuable work of reference published for school use.

F. Louis Soldan, Superintendent of Public Schools. ST. LOUIS, MO. Among the reference books which I consult most frequently there is none that I place higher than Webster's International Dictionary.

Rev. Timothy Dwight, D.D., LL.D., President of Yale University. This work will be of the greatest service to the American public, and will, I am sure, be regarded by scholars as a work of the highest merit and value.

Chas. W. Elliot, LL.D., President of Harvard University. The International is a wonderfully compact storehouse of accurate information.

Jacob G. Schurman, D.Sc., LL.D., President of Cornell University, N. Y. I have no reason to be dissatisfied with Webster's International Dictionary, which a year or two ago I selected, after considering the various works published, for use in this office. It has proved adequate to the requirements of the office.

Francis L. Patton, D.D., LL.D., President of Princeton University, Princeton, N. J. Webster's International Dictionary needs no commendation. It has an assured position as a standard dictionary.

A. S. Draper, LL.D., President of University of Illinois. The International is a great book and better adapted to quick and general use than any other dictionary on the market. It carries authority everywhere and is entitled to a place in every educational institution and every good home.

David S. Jordan, LL.D., President of Leland Stanford, Jr., University, California. I have examined Webster's International Dictionary with great care and find it thoroughly satisfactory. The definitions of words are given with accuracy and precision. Especially valuable is the thorough treatment of scientific terms.

THE STANDARD FOR THE ENGLISH-SPEAKING WORLD.

BECAUSE it is used as the standard by the Supreme Court of the United States and by nearly all of the Federal and State Courts, where justice often hangs on the meaning of a word.

BECAUSE it is the standard in the United States Government Printing Office at Washington, and in the executive departments generally.

BECAUSE the Schoolbooks of the country are based upon it,—25,000,000 or more annually,—so that the children are educated in accordance with its principles.

BECAUSE in every instance where State purchases have been made for the supply of public schools, Webster has been selected.

BECAUSE it is heartily recommended by Presidents of Universities, Colleges, and Seminaries, and by Superintendents of Schools, almost without number.

BECAUSE it is warmly indorsed and commended by men and women of recognized authority in matters of literature, and science, all over the world.

BECAUSE of its adoption by the English Government as the standard in the Postal Telegraph Department of the United Kingdom,—the only department requiring an absolute standard.

BECAUSE its sale in Canada and other English Colonies is largely in excess of the sale of all other dictionaries of similar scope.

BECAUSE it is used as the standard by a vast majority of the newspapers. Thousands of statements to this effect are on file with the publishers.

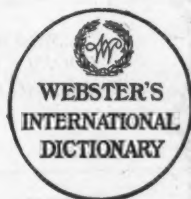
BECAUSE of its adoption by government institutions in Germany as the standard authority to be used in the study of the English language.

BECAUSE of its very wide diffusion on the Continent of Europe, in Turkey, India, Australia, South Africa, China, Japan, etc., etc.

BECAUSE it has wider acceptance and is more generally adopted in actual use as a standard authority than any other lexicon in the world.

CAUTION! All so-called Webster's Dictionaries not having our name on the title-pages are either cheap reprints of an obsolete book (the Unabridged of 1847), or are unauthorized and unreliable issues of a smaller book.

A descriptive pamphlet containing synopsis of contents, specimen pages, illustrations, and testimonials from many eminent persons will be sent upon application.



G. & C. MERRIAM CO., Publishers, Springfield, Mass.

CYR'S READERS



ELLEN M. CYR,
Author of Cyr's Readers.

A series of Readers which provides the choicest and purest literature for children, arranged in the most judicious manner to meet the gradual unfolding of the mind. It is pre-eminently a literary series, making the child acquainted with the best authors and teaching him to appreciate their works.

READY IN JULY.

CYR'S FIFTH READER.

Cyr's Fifth Reader has been prepared on the same lines as the Third and Fourth Readers. The plan adopted in the previous Readers of making young people acquainted with a few of our great authors is continued in this book. Sketches of Goldsmith, Wordsworth, Burns, Milton, Shakespeare, etc., are introduced, amply illustrated with portraits and pictures of the homes of these authors. Choice selections have also been made from other authors, whose writings are especially interesting and instructive to pupils of Fifth Reader grade.

Send a postal giving your name and address, and receive by return mail our new "CYR BOOKLET" of sixty-four pages, illustrated with many portraits and pictures of the homes of standard American and English authors.

GINN & COMPANY, Publishers,

BOSTON

NEW YORK

CHICAGO

ATLANTA

DALLAS

Best
Books
for
Supplemen-
tary
Reading.

APPLETONS' HOME-READING BOOKS.

To
Connect
the
Home
with the
School.

Edited by WILLIAM T. HARRIS, A.M., LL.D.

THE purpose of the HOME-READING BOOKS is to provide wholesome, instructive, and entertaining reading for young people during the early educative period, and more especially through such means to bring the home and the school into closer relations and into more thorough co-operation. The plan of these books covers the entire field of school study, and supplements every kind and grade of class-room work. At the same time they furnish a great variety of recreative reading for the home, stimulating a desire in the young pupil for further knowledge and research, and cultivating a taste for good literature that will be of permanent benefit to him.

NATURE STUDY READERS.

By J. W. TROEGER, A.M., Bs. A graded and progressive series of readers for supplementary use. Five volumes, illustrated, 12mo, cloth. First to fifth years. The titles of the books are as follows:

Harold's First Discoveries. Book I.....25 cents, net.
Harold's Rambles. Book II.....40 cents, net.
Harold's Quests. Book III.....50 cents, net.
Harold's Explorations. (In Press.)
Harold's Discussions. (In Press.)

The constant aim in this series has been not to weary the child with details, and yet to give sufficient information to lead to accurate and complete observations.

ASTRONOMICAL READERS.

By EDWARD S. HOLDEN, Sc.D., LL.D. Three volumes, illustrated, 12mo, cloth.

The Earth and Sky. A Primer of Astronomy for Young Readers. Book I.....25 cents, net.
The Family of the Sun. Book II.....40 cents, net.
Some Great Astronomers. Book III.....50 cents, net.

This series is designed to inspire youthful readers in astronomical observations on their own account.

CURIOUS HOMES AND THEIR TENANTS.

By JAMES CARTER BYARD. 65 cents, net.

This book deals with all phases of animal life, giving in a bright and interesting manner the habits and method of living of the curious forms and many of the common forms of animals.

IN BROOK AND BAYOU; Or, Life in the Still Waters.

By CLARA KERN BAYLISS. With 52 engravings and 4 colored plates. 60 cents, net.

In this volume the author introduces her readers to some of the interesting inhabitants of the microscopic world by the aid of numerous plates and full descriptive text.

THE PLANT WORLD.

A Reading-Book of Botany. Edited by FRANK VINCENT, M.A., author of "Actual Africa," etc. 60 cents, net.

In this volume the endeavor has been to bring together such extracts, poetry as well as prose, from the best writings on the subject as will secure the lively interest that comes from broad and characteristic treatment.

THE ANIMAL WORLD: Its Romances and Realities.

A Reading-Book of Zoology. Compiled and edited by FRANK VINCENT, M.A. 60 cents, net.

This book presents the interesting phases of animal life that are entertaining and instructive.

CRUSOE'S ISLAND. A Bird-Hunter's Story.

By FREDERICK A. OBER, author of "Camps in the Caribbees," "Travels in Mexico," etc. 65 cents, net.

In this book the author gives a description of the veritable island in which Robinson Crusoe lived his lonely life. It is a book of unusual interest.

THE HALL OF SHELLS.

By MRS. A. S. HARDY. 60 cents, net.

This volume will help to awaken an interest in the sea and its treasures, which can but grow with the years, and afford an ever-widening and deepening source of delight.

THE STORY OF THE BIRDS

By JAMES NEWTON BASKETT, M.A. Associate Member of the American Ornithologists' Union. 65 cents, net.

The aim of this book is to present in a rather unusual, yet popular, way The Story of the Birds with the more striking scientific features of their probable development.

THE STORY OF THE FISHES

By JAMES NEWTON BASKETT. 65 cents, net.

This book is in a vein similar to the Story of the Birds, by the same author, and will be found of interest and value in teaching nature study.

NEWS FROM THE BIRDS.

By LEANDER S. KEYSER. 60 cents, net.

A very entertaining and instructive account of the author's observations of birds in the field and forest.

UNCLE ROBERT'S GEOGRAPHY.

By FRANCIS W. PARKER and NELLIE L. HELM. A series of geographical readers for supplementary use. Six volumes, illustrated, 12mo, cloth. First to sixth years. The titles of the books are as follows:

Playtime and Seedtime. Book I.....32 cents, net.
On the Farm. Book II.....42 cents, net.
Uncle Robert's Visit. Book III.....50 cents, net.
Rivers and Winds. (In Press.)
Mountain, Plain, and Desert. (In Press.)
Our Own Continent. (In Press.)

This series teaches geography in the right way; makes nature study a pleasure, and has the endorsement of leading teachers throughout the country.

THE INSECT WORLD.

By CLARENCE M. WEED. 60 cents, net.

Interesting and valuable selections from different writers on the habits of common insects.

UNCLE SAM'S SECRETS

A Story of National Affairs for the Youth of the Nation. By OSCAR PHELPS AUSTIN. 75 cents, net.

The purpose of this volume is to furnish to the youth of the land some facts about the affairs of the nation, and to awaken in the mind of the reader an interest in kindred subjects.

UNCLE SAM'S SOLDIERS.

By O. P. AUSTIN, Chief of the Bureau of Statistics, Treasury Department; Author of "Uncle Sam's Secrets." Illustrated, 12mo, cloth. 75 cts, net.

The purpose of the story, like that of the earlier one of the series, is instruction, though in this volume the line of instruction is confined to military matters and methods, including the organization and handling of armies and especially modern methods of fighting in actual, active field work.

OUR NAVY IN TIME OF WAR.

By FRANKLIN MATTHEWS. Illustrated, 12mo, cloth. 65 cents, net.

The essential technical points of our navy's achievements have been emphasized and exploited in this book, which is designed to interest the young reader in historical research. No more stirring chapter in our country's history could be selected than is contained in the story of the navy from Paul Jones to Dewey.

THE STORY OF THE ENGLISH KINGS ACCORDING TO SHAKESPEARE.

By Dr. J. J. BURNS, Superintendent of Schools, Defiance, Ohio. 12mo, cloth. 65 cents.

The purpose of this book is to introduce the young reader to the great historical dramas of Shakespeare in a way to attract and interest him.

THE STORY OF OLIVER TWIST.

Condensed for home and school reading by ELLA BOYCE KIRK. 60 cts, net. Dickens's language is carefully preserved and only such passages are eliminated as are not essential to the continuity of the narrative.

THE STORY OF ROB ROY.

By SIR WALTER SCOTT, Bart. Condensed for home and school reading by EDITH D. HARRIS. Illustrated, 12mo, cloth. 60 cents, net.

The narrative has been quickened by omitting lengthy descriptions of scenery, historical disquisitions on the times, etc., at the same time preserving Scott's own style and language.

HISTORIC BOSTON AND ITS NEIGHBORHOOD.

An Historical Pilgrimage personally conducted by Dr. EDWARD EVERETT HALE. Arranged for Seven Days. Illustrated, 12mo, cloth. 50 cts, net. Boston is a center of Revolutionary History to which this book serves as an interesting guide.

OUR COUNTRY'S FLAG AND THE FLAGS OF FOREIGN COUNTRIES.

By EDWARD S. HOLDEN, LL.D. Illustrated with ten colored plates, cloth, 80 cents, net.

This book shows the especial significance of the flags of all countries, and particularly our own, and presents the history of the nations as embodied in the flag.

ABOUT THE WEATHER.

By MARK W. HARRINGTON. 65 cents, net.

Mr. Harrington has been an observer in the United States Weather Bureau for many years and this book will be found of more than passing interest to all people, old and young.

OTHERS IN PREPARATION.

An Illustrated Descriptive Pamphlet of these books will be sent upon application to the publishers.

D. APPLETON & COMPANY, Publishers, New York, Boston, Chicago.

Commended by the Greatest Educators of Germany, England, and the United States. Endorsed by Officials, and adopted in many Schools.

NEW METHODS IN EDUCATION.

Art, Real Manual Training, Nature Study. Explaining Processes whereby Hand, Eye, and Mind are Educated by Means that Conserve Vitality and Develop a Union of Thought and Action.

By J. LIBERTY TADD,

Director of the Public School of Industrial Art, of Manual Training and Art in the R. C. High School, and in several Night Schools, Member of the Art Club, Sketch Club, and Educational Club, and of the Academy of Natural Sciences, Philadelphia.

BASED on twenty-two years' experience with thousands of children and hundreds of teachers. "A method reasonable, feasible and without great cost, adapted to all grades, from child to adult; a plan that can be applied without friction to every kind of educational institution or to the family, and limited only by the capacity of the individual; a method covered by natural law, working with the absolute precision of nature itself; a process that unfolds the capacities of children as unfold the leaves and flowers: a system that teaches the pupils that they are in the plan and part of life, and enables them to work out their own salvation on the true lines of design and work as illustrated in every natural thing."

A WEALTH OF ILLUSTRATION—478 PICTURES AND 44 FULL-PAGE PLATES

showing children and teachers practicing these new methods or their work. A revelation to all interested in developing the wonderful capabilities of young or old. The pictures instantly fascinate every child, imbuing it with a desire to do likewise. Teachers and parents at once become enthusiastic and delighted over the Tadd methods which this book enables them to put into practice. Not a hackneyed thought nor a stale picture. Fresh, new, practical, scientific, inspiring.

SOME HIGH OPINIONS.

See article on page 338 of this issue of THE SCHOOL JOURNAL for the verdict of HERBERT SPENCER, Dr. W. W. KEEN, President HUEY, of the Philadelphia board of education, Secretary GOTZE, of the leading pedagogical society of Germany (by which the book is being translated into German for publication at Berlin).

CHARLES H. THURBER, professor of Pedagogy, University of Chicago: "The whole body of education needs to be quickened by the educational philosophy and practice of which Mr Tadd is such an interesting and successful exponent."

TALCOTT WILLIAMS, editor *Philadelphia Press*, *Look News*, etc.: "For many years it has seemed to me that Mr Tadd's methods were so much better than any others in use that comparison is impossible. His book gives a complete exposition of this new chapter in education. Physiologically and pedagogically this method is both rational and practical, and it comes nearer to solving the crux of manual training than any other way yet proposed anywhere."

R. H. WEBSTER superintendent of schools, San Francisco: "Judging by his lectures at our institute and his book, I regard Mr. Tadd as a sound and advanced educator along art lines."

Dr. A. E. WINSHIP, editor *Journal of Education*: "His book will be of value in many ways in many lands; its value grows upon me."

W. F. SLOCUM, president Colorado College: "Glad to speak most warmly. He has laid hold of a number of very important principles in education."

FREDERICK WINSOR, head master The Country School for Boys of Baltimore City, under the auspices of Johns Hopkins University: "Anyone who has visited the Philadelphia schools, where Mr. Tadd's work is done, knows that the results obtained are little short of marvelous. My own confidence in Mr. Tadd's method is best shown by the fact that we are using it in our school here. It is working in a way that leaves nothing to be desired."

G. B. MORRISON, principal Manual Training High School, Kansas City: "Broad, scholarly, psychologically sound."

Dr. EDWARD KIRK, dean University of Penn.: "In harmony with the natural processes of mental and Manual development."

G. E. DAWSON (Clark University), professor of psychology, Bible Normal College: "He is utilizing in a most successful manner hitherto almost undiscovered resources of the human mind and body."

ROMAN STEINER, Baltimore: "An adequate and masterly summary of Tadd's methods, as well as a masterpiece of typography and illustration. These methods invariably arouse enthusiasm in pupils, and keen appreciation accompanied by an energetic development of hands, eye, mind, and will. I speak from seven years' experience as a teacher of these methods."

SPECIFICATIONS: Size, 7 1-2 x 10 1-2 inches, almost a quarto: 456 pages, fine plate paper, beautifully bound in cloth and boards, cover illuminated in gold; weight, 4 1-2 lbs. Boxed, price \$3.00 net, postpaid to any part of the world.

INTRODUCTORY OFFER: *This book will be sent, carriage prepaid, on approval, to those in the United States who remit \$1.00, with the understanding that you will pay the balance, \$2.00, within a month or so if you find the work is satisfactory. If you do not wish to keep the book, return it to us uninjured within a week carriage prepaid, and your \$1.00 will be refunded. Or, the book will be delivered to any teacher, educator, or school official in the United States who remits \$2.70, with the order, during June, July and August. 16-page Illustrated Prospectus free.*

ORANGE JUDD COMPANY, Sole Publishers for America,

SAMPSON LOW, MARSTON & CO.,
London, England.

NEW YORK, N. Y.: 52-54 Lafayette Place. SPRINGFIELD, MASS.:
Homestead Building. CHICAGO, ILL.: Marquette Building.

MR. TADD'S SUMMER SCHOOL



FIGURE EXERCISE, PRIMARY MANUAL-TRAINING DRAWING.

Situated in the highest part of the Adirondacks, near Saranac Lake, New York.

THE COURSE OF INSTRUCTION is based on the work described in his book. Nature study is the fundamental principle, with expression in drawing, designing, clay modeling, wood carving, painting, etc. The course will fit pupils to become teachers, and fit teachers to apply the methods in their various schools and classes with little expense and friction. Life painting and modeling and landscape work for advanced students. Copiously illustrated 14-page circular, giving full particulars, mailed free upon application to

J. Liberty Tadd, Harriettstown,
Franklin Co., New York.

WINTER SCHOOL—Mr. Tadd's normal school and private classes are open from October 1 to May 31, at The Studios, 819 N. 2nd Street, Philadelphia, Pa.



MODELING A HEAD IN CLAY.

Are You Ready for the New Century?

The Nineteenth Century is drawing to a close; the Twentieth Century is upon us. Progressive people are bidding adieu to the Past and are preparing for the Future. They know that the Old must give place to the New; the Good to the Best; **EVEN GOOD BOOKS MUST GIVE PLACE TO THE BEST BOOKS.**

A NEW SERIES OF READERS.

Every valuable piece of machinery, every useful process, as it exists to-day is the result of the labor and the genius of many men, each of whom has successively profited by experience. As in the past, the best reason for the appearance of a new machine or a new process is, not that it can produce *good* results, but that, through certain improvements, it can produce *better* results than its forerunners. The new may not always be *radically* different from the old; there may be many points of similarity, but if in the lines of difference the new tends more closely toward perfection, it will find a useful and profitable place in the world. In the language of the old master, "*Trifles make perfection, but perfection is no trifle.*" In this instance we have not been satisfied with trifling improvements but have aimed at perfection. In thus bringing to the notice of the educational world,

WILLIAMS' CHOICE LITERATURE,

FIVE VOLUMES,

we offer a series that has gone immediately and largely into use from the Atlantic to the Pacific, and for which we are assured there will be a still more extensive demand.

OTHER EVIDENCES OF PROGRESS.

In all sections of the country there is need for books that contain authentic accounts of the recent war with Spain, for use in schools. In order to meet this, our books treating of this subject have been carefully revised in both maps and text, and we now present them as the

Best Text-Books Covering the Spanish-American War,

as well as the other subjects included in them:

Butler's Geographies, Warren's Geographies, Scudder's Histories.

The adoption of the Treaty of Peace with Spain marked not only the closing of the war, but also the opening of a new and momentous chapter in the history of both our Nation and the World. In every progressive school in our land pupils will be taught the changed conditions with reference to both past and present. Teachers must be thoroughly prepared to give intelligent instruction as to the causes of the war, the conflict itself, its results, and especially as to

OUR NEW POSSESSIONS—

the Hawaiian Islands, Cuba, Porto Rico, the Philippines, Guam, and Wake Island. Much of the success of the teachers' labors will depend on the character of the text-books in the hands of the pupils. The best results cannot be obtained unless the pupils have books that are thoroughly modern in subject-matter and treatment.

We take pleasure also in announcing that we have in preparation a number of new books that will, in every way be in conformity with the most exacting requirements of

THE TWENTIETH CENTURY.

Inquiries regarding any of our publications will receive prompt and considerate attention. Catalogues and Price Lists will be furnished on application to the publishers,

BUTLER, SHELDON & COMPANY,

NEW YORK: 43-45 East 12th St.

PHILADELPHIA: 929 Walnut St.

CHICAGO: 315-321 Wabash Ave.

NOTEWORTHY NEW BOOKS

Observational Geometry "GEOMETRY in everyday life" is an apt characterization of Mr. W. T. Campbell's *Observational Geometry*. If the teaching of Geometry to younger classes is not revolutionized by this book, many capable judges will be disappointed. The interest of the pupil is elicited at once, habits of close observation are inculcated, and invaluable training in careful work is given. The work is profusely and carefully illustrated with diagrams, photographs of models, and in other helpful ways.

Modern Mathematics IF *Phillips and Fisher's Geometry* is "the king of Geometries," as one enthusiastic admirer claimed, *Phillips and Strong's Trigonometry* (recently published) is entitled to the same distinction in its field. The same simplicity of treatment and mathematical soundness distinguish both books, and it is little wonder that they have been hailed as scientific and up-to-date texts. The *Logarithmic and Trigonometric Tables*, prepared to accompany the *Trigonometry*, embody new and valuable features.

A New High School Physics AMES AND ROWLAND'S *Elements of Physics* will undoubtedly fill the same relative place among secondary schools as Professor Ames's *Theory* now occupies in the colleges. Accuracy and simplicity are the key-notes of both books, and in the *Elements* the authors present the essentials of the subject in their most elementary form. Of the soundness and scientific standing of the authors nothing need be said to those familiar with the history of science in this country.

Elementary Astronomy PROFESSOR NEWCOMB gives those facts and laws of astronomy which are of most interest and importance to the general intelligent public, and within so small a compass that the pupil will have time to master them. Nothing essential has been omitted, and the book gives all the knowledge of Astronomy necessary for those not intending to make professional use of the science.

Two Latin Grammars PROFESSOR LANE'S *Latin Grammar for Schools and Colleges* was acknowledged immediately upon its appearance as one of superlative excellence, embodying as it does the ripe scholarship of its author. Professor Morris H. Morgan, of Harvard, has condensed and adapted the larger work with especial reference to the needs of pupils in secondary schools, and the smaller work (*School Latin Grammar*), will, in its field, undoubtedly at once take its place in the front rank.

Latin Prose THE attention of teachers of Latin is invited with confidence to Mather & Wheeler's *Latin Prose Writing*. The book contains all the essential apparatus for the writing of average passages in Latin prose, and dispenses with the necessity for reference to a Latin grammar. The book is thus complete in itself, and it contains other unique features of interest.

Forman's First Greek Book THE following characteristics of Dr. Forman's *First Greek Book* may be pointed out: 1. Methodical order, proceeding always from the simple to the difficult. 2. The omission of non-essentials. 3. A varied vocabulary. 4. Connected sentences and essential conjunctions. 5. A constant reworking of matter already gone over. 6. A contents interesting in itself.

Latin Literature of the Empire THE prose volume of Professor Gudeman's *Latin Literature of the Empire* has already met with a favorable reception from teachers as a welcome addition to the narrow range of authors read in American colleges. The second volume, *Poetry*, is on the press for early publication.

Mind-Training Thousands of teachers have made profitable use of Miss Aiken's *Methods of Mind-Training*. In response to many requests, Miss Aiken has now prepared a volume of *Exercises* based on her system, thus enabling teachers more easily to make practical use of her *Methods*.

Observational Geometry. By WILLIAM T. CAMPBELL, A.M., Instructor in Mathematics in the Boston Latin School. With an introduction by ANDREW W. PHILLIPS, Professor of Mathematics in Yale University. Over 300 Illustrations and Diagrams. 80 cents.

Elements of Trigonometry, Plane and Spherical. By ANDREW W. PHILLIPS, Ph.D., and WENDELL M. STRONG, Ph.D., Yale University. 90 cents.

Logarithmic and Trigonometric Tables. \$1 00.
Trigonometry and Tables. \$1 40.

The Elements of Physics. By JOSEPH S. AMES, Ph.D., and HENRY A. ROWLAND, Ph.D., LL.D., Professors of Physics in Johns Hopkins University. (In Press.)

A High School Astronomy. By SIMON NEWCOMB, LL.D., formerly Superintendent of the American Nautical Almanac, and Professor United States Naval Observatory. Illustrated. (In Press.)

A Latin Grammar for Schools and Colleges. By GEORGE M. LANE, Ph.D., Professor Emeritus of Latin in Harvard University. \$1 50.

A School Latin Grammar. Based upon LANE'S "Latin Grammar for Schools and Colleges." Edited by MORRIS H. MORGAN, Assistant Professor of Latin in Harvard University. (In Press.)

Connected Passages for Latin Prose Writing. By MAURICE W. MATHER, Ph.D., formerly Instructor in Latin in Harvard University, and ARTHUR L. WHEELER, Ph.D., Instructor in Latin in Yale University. \$1 00.

A First Greek Book. By L. L. FORMAN, Ph.D., Instructor in Greek in Cornell University. (Nearly Ready.)

Latin Literature of the Empire. Edited by ALFRED GUDEMAN, Ph.D., University of Pennsylvania. Vol. I. \$1 80. Vol. II. (Nearly Ready.)

Exercises in Mind-Training. By CATHARINE AIKEN. (Nearly Ready.)

Special Prices for Introduction and Examination. Correspondence Invited.

Address: **HARPER & BROTHERS, Franklin Square, New York City**

W. S. RUSSELL, 203-207 Michigan Ave., Chicago, Ill.

AMASA WALKER, 112 Boylston Street, Boston, Mass.

General Agents for the Introduction of Harper & Brothers' Educational Works

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LVIII

For the Week Ending June 24.

No. 25

Copyright, 1899, by E. L. Kellogg & Co.

1874-1899.



EDUCATION has made rapid progress in recent years, and it is hard to realize that, less than twenty-five years ago, teaching was on so low a plane that none but a few enthusiasts found it worth while to devote their lives to it. THE SCHOOL JOURNAL has been a prominent agency in the wonderful

changes that have taken place. It is pleasant to note the success of the publishers whose silver anniversary is commemorated by this beautiful number, and who during all these years have been devoted to the one purpose of advancing the cause of education. A retrospective sketch of the development of their work will be found on another page. The many valuable things crowded between the covers of this Annual will be enjoyed by all friends of education to whom it goes out with the best wishes of the editors and publishers for a healthful, restful, and happy vacation.

The present number closes the fifty-eighth volume of THE SCHOOL JOURNAL. The index to be issued next week will reveal in a measure the aims of the editors and the success attained. No radical changes are contemplated during the coming year, but there will be a general improvement along lines already laid down. The system of correspondence from all parts of the country where anything of educational interest takes place will be further developed. The aim in this department will be the selection of news that is vital and indicative of educational tendencies and principles as they work out in practice. Of similar character will be the discussion of current events. The attempt will be made in each number of THE JOURNAL to give a brief review of the part of the week's news that is significant of the progress of the race. The object will be not to duplicate the work of the daily newspaper, but by intelligent selection to interpret it. There will be, of course, timely consideration of pedagogical problems; editorial discussions; explanation thru special articles and interviews of the plans and practical work of leading educators.

The monthly review number has met with so favorable a reception that it will be continued with a more comprehensive outlook upon the educational field. The most important articles of an educational nature in the American, English, French, Italian, Spanish, and German magazines will be condensed and interpreted for the benefit of busy people who have not time to read everything. This department affords a unique opportunity for keeping in touch, with small expenditure of time, with the progress of the

world in matters of pedagogy, educational psychology, sociology, and general philosophy.

The series of large portraits sent out with the monthly School Board Number will be continued in September. Among the names of those that have appeared thus far may be mentioned Supt. William H. Maxwell, New York city; Supt. E. Benjamin Andrews, of Chicago; Supt. F. Louis Soldan, of St. Louis, and Supt. Warren Easton, of New Orleans. Between September and January subscribers will receive the portraits of Supts. James M. Greenwood, of St. Louis; Edward Brooks, of Philadelphia; Edwin P. Seaver, of Boston; Aaron Gove, of Denver, and R. H. Webster, of San Francisco.

The school board numbers of THE JOURNAL will appeal more strongly than ever to school officials. The policy of publishing matters of school equipment and educational trade interest has amply justified itself and will be pushed with energy. Considerable matter of personal interest will be published; notably the series already begun upon the makers of our text-books, together with papers upon eminent educators at their homes. There will also be a few special articles upon matters of post-scholastic education, a topic of absorbing interest abroad, dealing with the evening school system of our large cities, with the New York popular lectures, with the university extension, etc. It is believed that these are matters which greatly concern school boards thruout the country.

There will be, as heretofore, discussions of methods of teaching geography, history, and kindred subjects. Abundant attention will be given to the interesting problems of art education and school decoration, the application of science to school-room use, and to questions of promotion and grading.

Suggestions for further improvements will be gladly received.



The First Day. By H. Oehmichen.

Graduation Days.

Hardly has the first robin put in its appearance when the invitations to "commencement" come pouring in, and the editor is made to realize that another school year is approaching its close. As he glances over the attractive programs and is carried in thought back to his own graduation days he wishes he might be able to be present at all these festal occasions, and refresh his heart by looking into the bright, hopeful faces of the young people standing upon the threshold of stern vocational life. But it cannot be. All he can do is to offer them, each and everyone, the heartiest congratulations on their successful completion of school and college life and the



From the Minneapolis Tribune.

best of wishes for the future. The world is glad to welcome them as helpers in its work. Tho it may be hard for each to find just the place where he can accomplish the most, and tho life may show its thorns more often than its roses, whatever comes will be the best for him if—and this the editor would like to say to all—he will only persist in his determination to be true to himself and to his God. Then the disappointment and sorrows that cannot be evaded will become powerful aids to character growth and educational agencies for the liberalization of views of life and the broadening of human sympathies and ethical endeavors.

Assisting to the Higher Education.

The great expense of attending the college is an obstacle that in nine cases out of ten is insurmountable. It would be instructive to know how many graduates there were in the high schools in New York state in 1898, and how many began a college course. All of the graduates of these high schools, and by this term we include the academies, were presumably fitted to undertake the college studies; but for various reasons, mainly the one given at the beginning of this article, they do not pursue them.

This fact seriously impresses the teacher; he has fitted a young man to undertake higher studies and he is ambitious to do so, but circumstances forbid it. It is not that "chill penury represses his noble rage;" he has been able by living at home to give four years to the secondary course, but the large expense that must be incurred when away from home, varying from \$500 to \$1000 per year for tuition and board, can be met but by few. The teacher in the secondary school has often asked if

there was not some way out for the ambitious student; there assuredly should be.

What is thus true of the tertiary studies is true of the secondary; about twenty years ago one of the noblest of the many noble men we have, Bishop John H. Vincent, saw the need and originated Chautauqua; this was one of the grandest educational movements of the last quarter of the century. There is now need of a movement somewhat similar for assuring the carrying on of college studies. It was hoped by many that a work similar to that performed by the London university would be done by the New York university; the student not entering the doors of the college at all, but pursuing his studies at home.

We would have offered the degree of B. A. to every young man and woman who would complete the course of studies, no matter if it took them ten years to do it; the question of time is of little or no importance. And with President Eliot we would have the student graduated without a knowledge of Greek, one classical language being enough. A noble field is open here. Thus young people will be encouraged to give their evenings to study, to meet (possibly quarterly) for lectures, and finally to receive degrees.

This will especially appeal to teachers. Of the 400,000 probably 100,000 could be induced to take up higher studies if there was a central body to watch over them, examine their papers and give encouragement. We commend this matter to Hon. Frank A. Hill, secretary of the Massachusetts board of education, for it would seem that his state is peculiarly well fitted to try the experiment.

The Great Convention at Los Angeles.

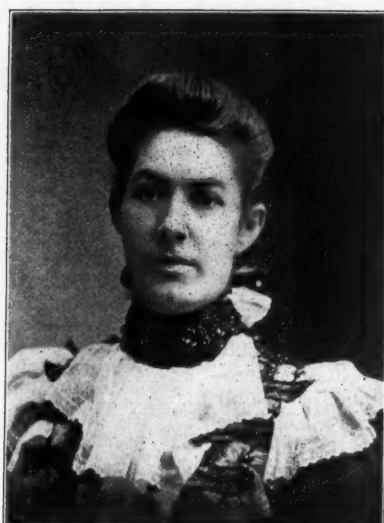
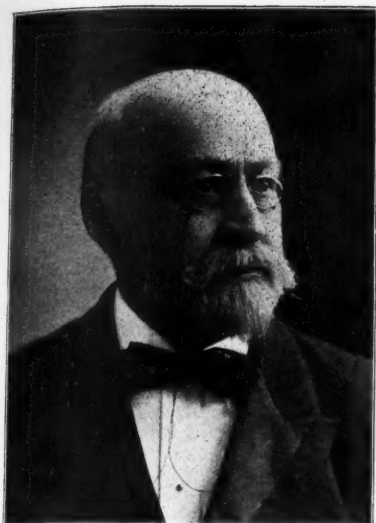
Pres. E. O. Lyte and Sec'y Irwin Shepard, of the National Educational Association, are both enthusiastic over the prospects for the approaching convention. The general program covers a variety of interesting topics and brings together speakers from all parts of the country, and even the islands of the sea are represented by Inspector General Townsend, of Hawaii. (Mrs. Dillingham, who is also announced, will not be able to come.) Every page reveals careful thought, and skilful and arduous planning. For the first time in the history of the N. E. A., the educational press receives recognition on the program. The National Council will receive several weighty reports, the one on normal schools promising to be a particularly strong and discussion-provoking one.

Never before has the local committee made greater efforts to provide for the entertainment and comfort of the convention. An enormous correspondence was conducted, tons of bulletins, programs, buttons, and other advertising matter were sent out: in fact, nothing was left undone to keep up an interest, and yet everything was conducted in a dignified way. Great credit for this is due especially to Mr. Frank Wiggins, the secretary of the local committee. He has shown himself a master of organization and advertising. Mr. Kinney, the chairman of the general publicity committee, has also been ready at all times to supply desirable descriptions of Los Angeles and the seaside and mountain resorts of Southern California, everything carefully written and arranged for publication.

Mr. Ossian H. Lang will be in attendance at the National Educational Association at Los Angeles and his headquarters will be at the Westminster Hotel where he will be glad to meet friends and make new acquaintances.

Suggestions for the improvement of THE SCHOOL JOURNAL in content and appearance are always welcome, and kindly criticisms will be thankfully received.

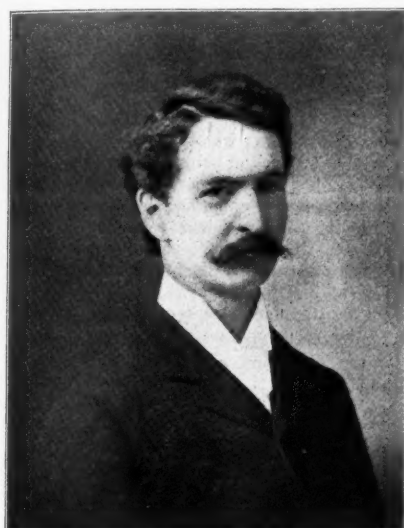
Brief biographical sketches of some of the educators who have died in the past year may be found on pages 786-788.



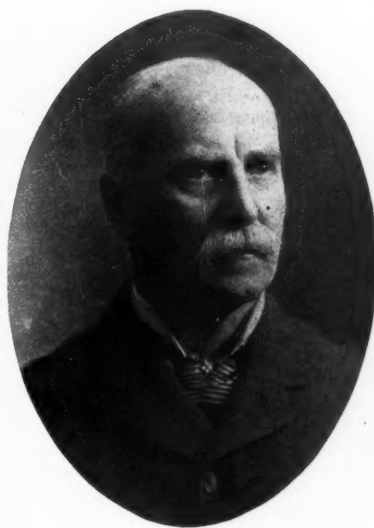
DR. A. F. NIGHTINGALE, Supt. of High Schools, Chicago, Ill.
Chairman of Joint Committee (Depts. of Secondary and Higher Education, N. E. A.) on College Entrance Requirements, appointed at Denver meeting in 1895, whose report will be presented at Los Angeles.

MRS. HELEN GRENFELL, State Supt. of Colorado.
Subject: "Quo Vadimus."

HENRY S. TOWNSEND, Inspector General of Schools of Hawaii.
Subject: "The Educational Problem in Hawaii."



PRES. JEROME H. RAYMOND, of the University of West Virginia.
Subject: "Continuous University Sessions," before Dept. of Higher Education, N. E. A.



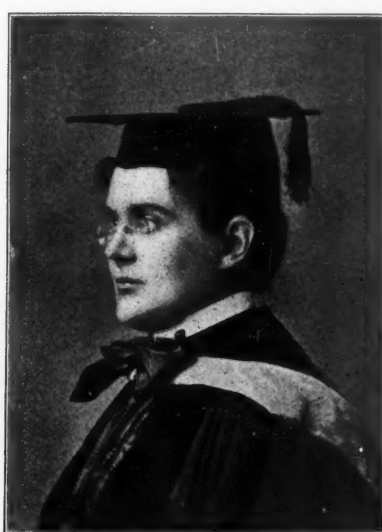
STATE SUPT. L. D. HARVEY, of Wisconsin,
Pres. Library Dept., N. E. A.
Subject: "Fundamentals in Teaching."



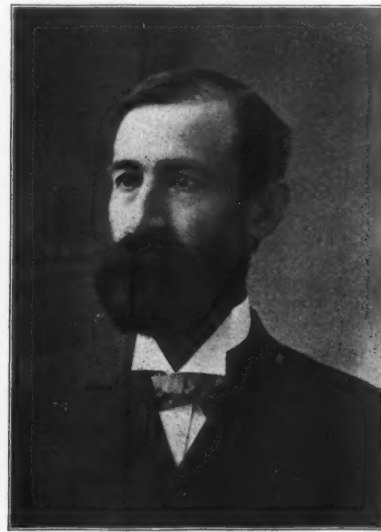
PRES. Z. X. SNYDER, of the State Normal School Greeley, Col.
Chairman of Committee on State Normal Schools, which will present an important report to the National Council of Education at Los Angeles, July 10.



EDITOR JOHN MACDONALD, of the *Western School Journal*, Topeka, Kans.
Subject: "Educational Journalism: Its Tribulations and Triumphs."



MRS. L. L. W. WILSON, Ph.D., Head of Dept. of Biology in the Philadelphia Normal School.



PROF. GEORGE W. A. LUCKEY, of the University of Nebraska.
Subject: "The Development of Moral Character."

Some of the Educators who will Address the N. E. A. at Los Angeles.

Some Educational Contributions of the Year 1898-99.

One of the most highly valued features of last year's Annual of THE SCHOOL JOURNAL was the list of educational contributions published during the year ending with June, 1898. The editor has again sent out a circular letter of inquiry to a number of leading superintendents and principals of schools and such of the best known professors in normal schools, colleges, and universities as would be considered representative leaders in fields of pedagogy, psychology, ethics, and sociology. A request was made for lists of the most important contributions to education and allied departments in the field of philosophy, from June 1, 1898, to June 1, 1899. The editor takes this opportunity to express his thanks to all whose ready response made it possible to prepare the following list. Miss Anna Tolman Smith, Dr. Harris' able assistant in the United States Bureau of Education, and Prof. Louis H. Galbreath of the Teachers College, Columbia university, have been especially kind in adding discriminating explanatory notes for the benefit of the readers of THE SCHOOL JOURNAL.

The three papers most frequently mentioned by correspondents were those by Sec'y Frank A. Hill, of the Massachusetts State Board of Education, on "How Far the High School is a Just Charge upon the Public Treasury"; Supervisor George H. Martin, of Boston, on "Unseen Forces in Character Building"; and Prof. Arnold Tompkins, of Illinois university, on "Self-Activity in Education." These three papers appeared in full in THE SCHOOL JOURNAL.

The following is the list of books in pedagogics and related departments of philosophy, in the order of expressed preferences, the figures indicating the number of times the title was mentioned. The notes are those of Prof. L. H. Galbreath, unless otherwise marked:

(15.) James, W. Talks to Teachers on Psychology, and to Students on Some of Life's Ideals. (H. Holt & Company, 1899. 12+301 pp. \$1.50.)

Originally written to be delivered to bodies of teachers and students, these lectures will be found popular and free from technicalities. Some of the most suggestive topics of psychology are treated. They are: Psychology and the teaching art, the stream of consciousness, the child as a behaving organism, education and behavior, necessities of reaction, native and acquired reaction, what the native reactions are, the laws of habit, the association of ideas, interest, attention, memory, acquisition of ideas, apperception; the will. In the addresses to students the author treats of the gospel of relaxations, on a certain blindness in human beings, what makes life significant?

* (12.) Educational Creeds of the Nineteenth Century. Edited by Ossian H. Lang. (E. L. Kellogg & Co., 61 East Ninth street, New York, 50 cents.)

* (11.) Eliot, Chas. W., Educational Reform: Essays and Addresses. (The Century Company, New York, 418 pp. \$2.00.)

(10.) Russell, J. E. German Higher Schools; the history, organization, and methods of secondary education in Germany. (Longmans, Green & Company, 1899. 12+455 pp. \$2.25.)

Treats principally of the schools of Prussia; is most suggestive and highly valuable to students of secondary education particularly. The purpose and scope of the work is most happily chosen. The one idea, which above all others, controls in the selection and organization of materials is the dominance of social ideas in educational progress. The treatment of this theme is exceptionally clever and strong.

Dr. L. Seeley, who is himself a trustworthy authority on this subject and the author of the well-known book describing "The Common School System of Germany," says of Dr. Russell's work: "It is a splendid contribution to the study of German educational conditions. It is the most accurate treatment of this subject to be found in English and shows a great deal of research under most favorable conditions."

(10.) Lad1, G. Trumbull. Essays on the Higher Education, (C. Scribner's Sons, 1899. 7+142 pp. \$1.)

This consists of a collection of essays previously published separately on The Development of the American University,

The Place of the Fitting School in American Education, Education, New and Old, A Modern Liberal Education. A positive impetus to popular educational thought should be received from this excellent and very readable volume of essays.

(8.) Muensterberg, Hugo. Psychology and Life. (Houghton, Mifflin & Company, 1899. 14+286 pp. \$2.)

We are needing clearer conceptions of the relations of psychology to school and life. This book, whose central idea is "the separation of the conceptions of psychology, from the conceptions of our real life," is competent to assist us. Some of the most interesting as well as perplexing questions of education to-day cluster around the larger problem of the relation of school events, conditions, and processes to those of life, Essays on Psychology and Life, Psychology and Physiology, Psychology and Education, Psychology and Art, Psychology and History, and Psychology and Mysticism, in some of their parts ought to help us. Teachers need as much as anything to see what psychology essentially is and what it cannot do.

(8.) Paulsen, F. A System of Ethics; editor and translator, Dr. Frank Thilley. (C. Scribner's Sons, N. Y., 1899. 18+723 pp. \$3.)

The educational ideal of to-day demands a more perfect conception of the moral law as it pertains to school life, in both its philosophy and practice. This book, tho written by a philosophical expert, is intended for readers interested in practical philosophy. The parent or teacher who is attracted toward the ethical aspects of education would undoubtedly find this book profitable reading.

(7.) Le Bon, Gustave. The Psychology of Peoples; its Influence on their Evolution. (The Macmillan Company, 1898. 20+236 pp. \$1.50.)

The philosophical student of education who is interested in the problems of racial as well as individual evolution will find a profitable study in this book. Such treatises may prove to be suggestive of the numerous connections which may ultimately be established between the rapidly growing science of anthropology and educational theory. It sets forth in a strong manner the social forces and processes by which the character of a nation as well as that of an individual is produced. Educators of society, therefore, as distinct from teachers in the school, may find a perusal of this book replete with interest.

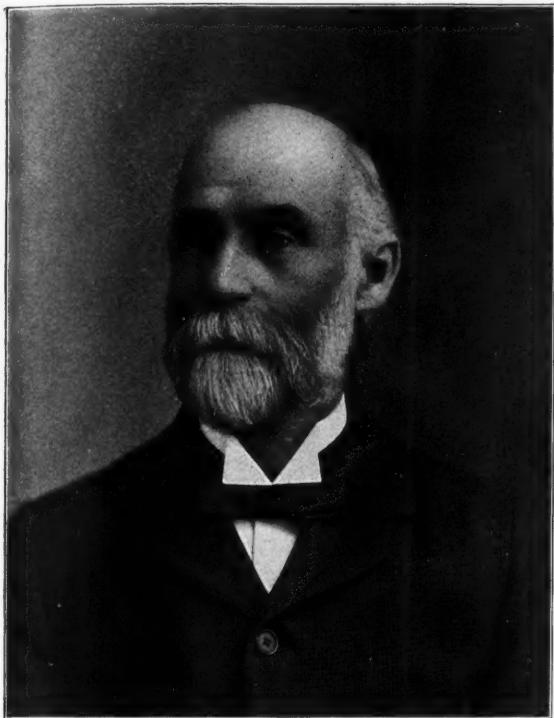
(7.) Dutton, S. T. Social Phases of Education in the School and the Home. (The Macmillan Company, N. Y., 1899. 9+259 pp. \$1.25.)

The work of educational child study, parents' meetings, and of women's clubs has prepared the way for this excellent book on the social aspects of education. It indicates the means thru which the home and the school can be brought into a closer and more effective co-operation. Teachers will welcome it as a work possessing a valuable distinctive purpose covering a somewhat old field in a new way.



Secretary Frank A. Hill, of the Massachusetts State Board of Education.

* Notes on the books whose titles are marked by an asterisk will be found in the summary by Miss Anna Tolman Smith following this list.



Supervisor Geo. H. Martin, of Boston, Mass.

* (7) Groos's Play of Animals. With introduction by James Mark Baldwin.

(7) Henderson, Charles Richmond. Social Elements: Institutions, Character, Progress. (Charles Scribner's Sons, \$1.50.) One of the most practical introductions to the study of sociology ever written (L.)

(7.) Giddings, Franklin H. Elements of Sociology; a textbook for colleges and schools. (The Macmillan Company, N. Y. 1898. 11 + 353 pp. \$1.10.)

(5) Walker, Francis A. Discussions in Education; edited by J. Phinney Munroe. (H. Holt & Company, 1899. 5 + 342 pp. \$3.)

General as well as special forms of education have received a distinct and valuable contribution thru this collection of addresses and papers. The problems of technical education and manual training are especially prominent. These are handled with rare skill and scholarship. In addition, separate discussions are given to the teaching of arithmetic and college problems. Under the first it treats arithmetic in the primary and grammar grades; and under the second, college athletics; the study of statistics in colleges and technical schools; normal training in women's colleges, the secondary schools and higher education.

(5) Dexter and Garlick. Psychology in the School-Room. (Longmans, Green & Company, London, New York, and Bombay. 414 pp. \$1.50.)

Very helpful in many ways. Especially valuable as a teacher's guide to the psychological study of methods of governing training, and instructing children. (L.)

(5) Report of the Educational Commission of Chicago.

A document of historical value revealing as it does the best thought of the present concerning the organization of a great city school system. (L.)

(4) Shaw, Edward R. Three Studies in Education. (E. L. Kellogg & Company, New York.)

* (3) Shearer, W. F. Grading of Schools. (Heman P. Smith Publishing Company, New York.)

* (3) Froebel's Education by Development. Translated by Josephine Jarvis. (D. Appleton & Company, New York. \$1.50.)

(2) Patten, Simon Nelson. The Development of English Thought; a study in economic interpretation of history. (The Macmillan Company, 1899. 27 + 415 pp. \$3.)

The title ought to suggest the possible relations of this profound treatise on the theoretical problems of social education. The forces which determine the development of institutional thought and progress are to be reckoned upon in the construction of any general scheme relating to national education. Such an original scholarly analysis as this, of the instincts

and impulses at work determining the growth of individual moral virtues and of the institutional character of a people ought, it would seem, if it be truthful, to affect educational ideals and principles in the profoundest way.

(2) Hanus, Paul H. Educational Aims and Educational Values.

(2) Special Reports on Educational Subjects. Edited by M. E. Sadler. (English Education Department, 3 vols.)

(2) Holman, H. English National Education.

(2) Balfour, Graham. Educational Systems of Great Britain and Ireland.

(2) Cookson, Ed. Essays on Secondary Education.

(2) Two English Schoolmasters: Richard Mulcaster and His Elementarie, by Foster Watson; Roger Ascham, Father of School Method, by John Gill. (E. L. Kellogg & Company, New York. 15 cents.)

Contributions to Periodicals and Meetings.

The following are the titles of papers read before educational meetings, and contributed to periodical publications. Each of them is mentioned in at least three of the letters received in reply to the editor's request for lists of the best papers and articles of the year.

The Public High School. By Frank A. Hill. New England Association of Colleges and Preparatory Schools. (S. J. November 5.)

Essentials of English Composition. By Edward R. Shaw, National Educational Association. (S. J. August 27.)

Youth Study in the High School. By C. B. Gilbert. New Jersey Child Study Association. (S. J. June 10.)

Self-Activity in Education. By Arnold Tompkins. Department of Superintendence. (S. J. March 18.)

School Boards, School Morals and the Home. By Superintendent R. B. Ewing. Ohio State Teachers' Association. (S. J. March 25.)

The New Psychology and the Consulting Psychologist. By Josiah Royce. National Council of Education. (S. J. September 24.)

Youth Study in the High School. By L. W. Rowley. New Jersey Child Study Association. (S. J. April 22.)

Unseen Forces in Character Making. By Geo. H. Martin. Department of Superintendence. (S. J. March 4.)



Prof. Arnold Tompkins, University of Illinois.

Healthful Schools. By Arthur Newsholme. College of Preceptors, London. (S. J. April 1, May 6, June 3.)
 Authority of the School Superintendent. By Dr. E. E. White. Department of Superintendence. (S. J. May 6.)
 Study in Individuality. By Frank E. Spaulding. New Jersey Child Study Association. (S. J. February 18.)
 Study Periods. By A. W. Edson. (S. J. January 7.)
 Music, Its Nature and Influence. By William L. Tomlins. SCHOOL JOURNAL, March 11, 18, 25, April 8.
 Living Subjects in High School. By Byron C. Mathews. SCHOOL JOURNAL, October 22.
 Model One and Two Room School-Houses. SCHOOL JOURNAL, October 1, November 5, December 3, January 7, February 4, March 4, May 6.
 The Practical School. By F. W. Hewes. SCHOOL JOURNAL, March 4, April 8, April 29, May 6, June 3.
 Kindergarten Criticism. By J. W. Abernethy. SCHOOL JOURNAL, March 25.
 Culture and Education. By Wilhelm Rein. February Forum. (S. J. February 25.)
 Superintendent and One-Man Power. By Aaron Gove. May Education. (S. J. May 27.)
 Cohn's Method of Testing Vision. By Dr. M. P. E. Groszman. SCHOOL JOURNAL, January 21.
 Pictures and Casts in the School-Room. By J. Frederick Hopkins. SCHOOL JOURNAL, April 15.
 Sentimentality in Science Teaching. By Edward Thorndike. January Educational Review. (S. J. January 21.)
 Cultivation of Ambidexterity. By W. T. Harris. SCHOOL JOURNAL, May 6.
 The Moral and Physical Health of the Girl at School. SCHOOL JOURNAL, September 3.
 Salaries of Teachers from an Economic Point of View. By John B. Clark. March Columbia University Quarterly. (S. J. March 25.)
 The Pedagogy of Herbart. SCHOOL JOURNAL, November 5.
 Across Lots. By James M. Greenwood. SCHOOL JOURNAL, December 3.
 Commercial Value of Child Time. By W. H. Cole. November Ohio Educational Monthly. (S. J. November 19.)

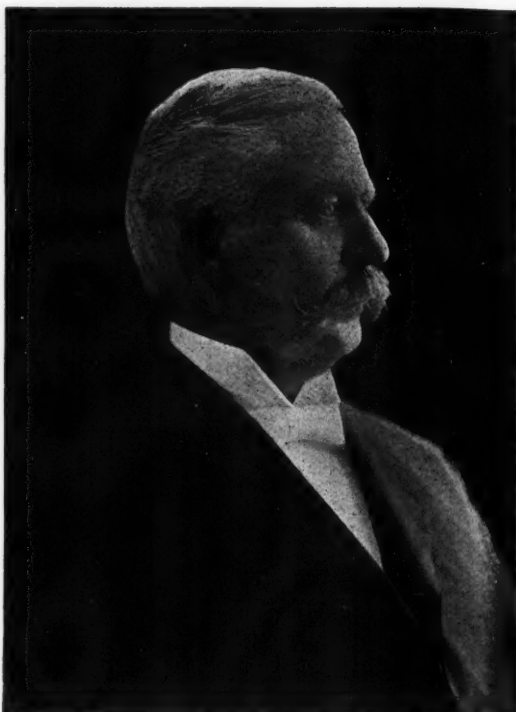
Educational Books of the Year.

By ANNA TOLMAN SMITH, U. S. Bureau of Education, Washington, D. C.

In the conclusion of his survey of the "Wonderful Century," Alfred Wallace says, "The people are being educated to understand the real causes of the social evils that now injure all classes alike and render many of the advances of science curses instead of blessings." The education of the people in his thought is evidently that accomplished by the various agencies which appeal to the



EDITOR C. W. BARDEEN, of the *School Bulletin*, Syracuse, N. Y.
 SUBJECT: "Educational Journalism—An Inventory," at the N. E. A. meeting.



Sec'y Irwin Shepard, of the National Educational Association,

adult mind; among these, books are first and chief. The books that educate most are those that deal most fully with life as it is or which embody the highest and deepest thinking of the race. It must then come to pass that very few of the books pertaining to a specialty will have permanent value. This is particularly true in respect to education altho the annual output of books dealing with the subject is very large.

Many of these books treat of some local interest or questions of passing importance. They are often of great value for the time, as they give definite form and expression to current conditions and so facilitate their proper understanding and management. Such a book is Shearer's "Grading of Schools" (Pub. by H. P. Smith, N. Y.), which has brought together the best opinion and the best arguments favoring elastic grading with short time intervals for those who can advance rapidly. The plan is rational and disposes at one stroke of three of the worst evils of cast iron grading.

Friedrich Froebel's "Education by Development" translated by Josephine Jarvis, completes a series that makes the whole of Froebel's original work accessible in English. The volumes are included in the International Series (published by D. Appleton & Company). The present work which comprises the "Second part of the Pedagogics of the Kindergarten" is the richest of all in content discussing the principles that underlie the gifts.

Psychology has been a fruitful subject, altho no books have appeared during the year that can be named with Dr. Harris's "Psychologic Foundations" or with Baldwin's "Mental Development in the Child and the Race," which were issued last year.

The work by Prof. James, just published, preserves in permanent form the substance of his "Talks to Teachers" that have already attracted wide attention in the *Atlantic*. The author has shown wonderful skill and judgment in selecting from the overwhelming mass of matter which modern discussions have supplied exactly the considerations applicable in the teacher's work. He has done much to clear the fogs from the teacher's psychological horizon.

Groos's "Play of Animals," tho already five years before the public is new in its English translation. In this also it is enriched with an introduction by Prof. Baldwin. The work is an important contribution to psychologic science and it is of special interest to teachers; first, as indicating to them the method and the bearing of comparative psychology and second and chiefly, because of the significance it imparts to the play impulse, and by indirection to the argument for free expression as a means of individual development.

"The Higher Education," by Professor Ladd, of Yale, is a most timely book and as valuable as it is timely. No one is more competent to discuss this important problem and no one

else has discussed it in such a clear, precise and uncompromising manner. Happily the higher education in Prof. Ladd's meaning is not isolated from that which precedes, hence his discussion is comprehensive and full of practical suggestion for every part of educational work.

Dr. Eliot's "Educational Reform" comprises eighteen essays and addresses that have emanated from the author at intervals during a period of thirty years. They are the product of a great constructive mind able to apply the lessons of a rich experience to the upbuilding of the social whole. It is a book that will find permanent place in the essay literature of our language.

Most notable of all the books that education has inspired in this country during the twelve months is "The Educational Creeds of the Nineteenth Century." In the compass of one hundred sixty-two pages are comprised about twenty creeds or confessions of educational faith by as many men. Naturally they differ greatly in value. Some are interesting merely as the endeavor to formulate erratic ideals. Over against these, giving lasting value to this little volume, stand the noble conceptions of the most original and inspiring minds that are to-day concerning themselves with education.

The most brilliant achievement of the year is Demolin's work on "Anglo-Saxon Superiority." It finds a place here by reason of the admirable English translation and it is properly classed with educational literature because of the consistency with which it maintains the paradoxical proposition that schools make a people what they are.

A sounder exposition of the inter-relations of societies and institutions is found in Le Bon's "Psychology of Peoples," which Fisher Unwin has recently brought out in English form.

It seems incredible that next to war, education should have become the topic of chief interest among us. This, at least, is the inference from our magazine indexes. The number of excellent articles that have appeared during the year makes choice an embarrassment. Three can be named at once which will bear repeated reading, "Culture and Education," by Wilhelm Rein in the *Forum*, February last.

"Psychology and Art," Prof. Muensterberg (*Atlantic*, November, 1898), the crown of his idealistic series.

"The Curse in Education," Mrs. Rebecca Harding Davis (*North American Review*, May), for its sensational use of fallacies.

A Teacher-Poet.

The appearance of Mr. Markham's poem "The Man With the Hoe" marked an event in the literary world. It is generally conceded to be one of the greatest productions of the last quarter of a century. It is not known to many that Mr. Markham is a school teacher and at present the headmaster of the Tompkins Observation school connected with the University of California.

Edwin Markham, poet and educator, was born in Oregon city, Ore., April 23, 1852. His ancestry on both sides is of the oldest colonial stock in Pennsylvania and New England. By the paternal line, he descends from Col. William Markham, first cousin and secretary of William Penn, and acting-governor of Pennsylvania during Penn's absence

in England. The Winchells are of equally ancient and distinguished lineage, deriving descent, according to tradition, from Robert Winchelsea, made archbishop of Canterbury in 1293. The combined families at the present time number some 3,000 members, settled mostly in the New England and Middle States. Edwin Markham was the youngest son of pioneer parents, who, shortly before his birth, had crossed the plains

from Michigan. Having lost the care of his father before reaching his fifth year, he settled with his mother and brothers in a wild and beautiful valley near Suisun, in central California, where he grew to young manhood, inured to every kind of labor required on a Western cattle ranch, and depending for education on the rude country schools and his own ceaseless reading. For companionship the young poet depended almost wholly on an elder

brother, who was deaf and dumb, and on his mother, a stern and silent woman, of strong character and great originality. His reading was largely poetical—Homer and Byron being his first masters—and his thoughts soon sought expression in verse. One of his earliest attempts in this direction was a Byronesque fragment, "A Dream of Chaos," which displayed poetic feeling and insight; and with this beginning, he has constantly added to his repu-



Jean Francois Millet's "Man with the Hoe." Courtesy of Doubleday & McClure, publishers of Mr. Markham's poems.

tation until he now ranks high among the poets of America.

In 1871 Mr. Markham entered the state normal school, at San Jose, making his way on money he had earned, and then pursued the classical course at Christian college, Santa Rosa, Cal. After leaving college he read law for a time, but has never practiced at the bar. As superintendent and principal of schools at various places for many years, he has rendered important services in the educational progress of California. He is now (1899) head master of the Tompkins Observation school, Oakland, connected with the University of California, where he has been engaged for a number of years in a work which is highly significant to the interests of academic education.

Mr. Markham's library is acknowledged one of the largest and best chosen in the state, and is especially excellent in the departments of philosophy and literary criticism. His own contributions to literature are chiefly poetical, and his work has been described as the most significant yet produced west of the Rocky mountains. He has contributed to many of the leading American magazines, and enjoys high favor with the critics. He has written on sociological questions, taking the stand of applied Christianity in regard to the political and social conscience, as shown in a baccalaureate address recently delivered at Leland Stanford, Jr., university.

He has gathered his fugitive poems into two volumes, "The Man with the Hoe, and other Poems," and "In Earth's Shadow." Perhaps the most remarkable event in Mr. Markham's literary career was the publication of his "Man with the Hoe," a poem inspired by Jean Francois Millet's great painting with that title.



Edwin Markham.

Twenty-five Years of Educational Endeavor.

EDUCATION can be made a natural, delightful, invigorating, and uplifting process if only it conforms to the spontaneous and organic evolution that constitutes man's inheritance. This was the pedagogic creed of Mr. Amos M. Kellogg when he was graduated from the Albany Normal School in 1851. He had inherited much of the spirit of David P. Page, the first principal of the institution, and when he was appointed to take charge of the department of theory and practice of teaching he devoted himself seriously to the study of education, firmly believing that there must be certain fixed principles which ought to be followed by the teacher. This, together with his training work and the conduct of teachers' institutes forced upon him the conviction that the most pressing need was the preaching of a gospel of education. He longed for an opportunity to bring his thoughts concerning education to the attention of many teachers and when, in 1874, the *New York Public School Journal* was offered to him he gladly accepted.

Devoted to Educational Reform.

This periodical had been started in 1870, and was the only weekly educational paper then published. Mr. Kellogg on assuming full control made a



Ossian H. Lang.

radical change in its plans and dedicated it to educational reform. Vigorous attacks were made upon the memory cult which then prevailed in the schools, and better methods were suggested and illustrated. With ceaseless energy, unflinching courage, and a firm conviction of the greatness of the cause the editor kept up a steady attack upon the self-satisfaction and deadening routinism of teachers, and in stirring appeals pointed out ideals and urged constant self-improvement in all lines, particularly in knowledge of the educational needs of children and in teaching ability. Croakings and predictions of failure could not turn him from his course. He had faith in his cause, faith in himself, and faith in the triumph of truth.

Before many years his periodical became an influential factor in the shaping of educational affairs, and from that time onward it has steadily gained in power and respect, and is meeting with the hearty support of those who are earnestly laboring for educational progress and the development of a teaching profession.

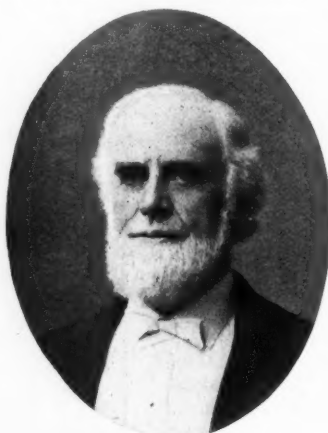
Consistency of Purpose.

In looking over the old volumes of *THE SCHOOL JOURNAL* it is interesting to note the various reforms the editor has advocated and then to follow these thru fierce opposition to general adoption. But the point that will impress the thoughtful

reader most is the consistency of purpose underlying all these movements. There is no hysteric pursuit of fads, no casting about for mere change, no trafficking in educational novelties. Below all efforts put forth are to be found ruling ideas aiming at the betterment of teaching. The import of these principles will be recognized more readily by contrast with the condition that prevailed in the schools twenty-five years ago.

Condition of the Schools Twenty-Five Years Ago.

The average teacher of 1874 did not occupy a very high intellectual plane, neither was he interested in professional progress. His stock of knowledge was limited; little more was recognized than what might be expected of a fairly bright graduate of a public school. He took no interest in the natural development of the child, felt no solicitude whatever about the ethical destiny of his pupils, saw no necessity for studying psychology and school hygiene, knew not even the names of the great masters in the history of education. Teaching was a petty trade. The word "pedagogy" had not yet appeared in the dictionary. The few periodical publications purporting to be published in the interest of education, printed essays, — very tedious most of them — which were



Amos M. Kellogg.



J. I. Charlouis.



Edward L. Kellogg.

without apparent relation to the practical duties and exigencies of the school-room.

Meeting the Difficulty.

The thing most needed was that the teacher should make a study of education and perform his work in the light of the best thought upon the subject. The editor accordingly took it upon himself to point out ways and means to accomplish this end. Hardly a number was published that did not in some telling form urge the study of the principles, methods, and history of education. It was argued that there must be no blind experimenting; the child's time is valuable; a human being has only one



The Editorial Room on Third Floor.

childhood; great minds have been at work upon problems of education and these conclusions must be heeded; a definite plan must be followed based upon sound educational foundation truths. Signs of progress in various parts of the country were made public and commended. It would lead too far to speak in detail of the advocacy of manual training, nature study, esthetic training, pedagogical preparation of teachers, child study, vacation schools, kindergartens, etc., etc. THE SCHOOL JOURNAL took a leading part in the various movements for better things in education, and lost no occasion to drive home some of the ideas upon whose realization the editor based his hopes for the perfection of teaching in American schools.

Recognition of Efforts.

The first people to recognize the importance of the editor's educational reform endeavors, were the publishers of text-books, and the success attained is largely due to their generous, practical encouragement from the outset. As soon as they understood the aims of THE JOURNAL they were willing not only to advertise in its pages, but also to lend a helping hand in extending the circle of readers. They felt that progress in teaching meant a clientele that could appreciate better books, broadening out interest in various divisions of science, literature, and art, and a more liberal expenditure of money for educational aids and appliances. The value of the support THE JOURNAL received from this direction will be evident to all who recollect how many years of constant agitation it has taken to get teachers to read and subscribe for professional papers.

At the present day there are on a pretty careful estimate nearly 100,000 persons engaged in school work who do not contribute a penny to any educational paper; and among them are still quite a number of school superintendents and principals. This may be a poor showing, but, compared with the state of affairs twenty-five years ago, it is a record of wonderful progress. While at present there is one heathen in four, there was then scarcely one teacher in ten who felt the need of subscribing for an educational paper.

A Monthly Teachers' Magazine is Issued.

The persons whom THE SCHOOL JOURNAL sought to reach were the superintendents of public instruction in cities, villages, counties, and states, members of school boards, principals of large schools, and a steadily growing class who may be called "advancing teachers." Through them the editor hoped to exert an influence upon the self-satisfied and time-servers among the rank and file of teachers. But it soon became necessary to take in a wider circle in order to carry the gospel of education to the hundreds of school-rooms that were without any supervising officers; to those who were unable to work in the light of the new education. Accordingly, in 1877, a monthly, *The Teachers' Institute*, was started to go to those whose chief concern was to find immediate help for their daily work. The new magazine was chiefly devoted to school-room methods, suggestions concerning the government of children, and special lesson plans, but every number also urged the teacher to rise to a higher plane and make an intelligent study of his work. The

aim like that of THE JOURNAL was to draw teachers into the lines of progress and to get them to strive for a broader conception of their work.

The Teachers' Institute met with a very cordial reception. Progressive leaders everywhere, especially in the Central and North-western States, generously aided in building up its subscription list because they felt that it was worthy of

being recommended to the teachers at the institutes and wherever an opportunity presented itself. Success was assured from the start. But the editor would not have the readers feel satisfied

with the help they were deriving from it. He urged them to attend a normal school if they could possibly manage to do so and to read at least one educational book each year while engaged in school work. Page's "Theory and Practice of Teaching" was especially chosen for constant commendation, the editor believing it to be the healthiest, most attractive, and most solidly helpful treatise of school-room topics then to be had.

Dearth of Books for Teachers.

The books in least demand at that time were those relating to education. Page's remarkable book was purchased by many, owing largely to the interest created by the constant reference to it in THE JOURNAL and *The Institute*. However, a beginning had been made, and there were inquiries for other good books of a similar character. A series of articles on school management written by Mr. Amos M. Kellogg for THE SCHOOL JOURNAL proved so helpful that the publishers issued them in book form. The dearth of suitable books for teachers became more evident every month. It was found necessary to supply these books as well as periodicals if the teacher was to be lifted out of his little treadmill and induced to make a study of his important work.

How to get books worth publishing proved a great problem. But it happened that Col. Francis W. Parker appeared on the educational horizon about that time and his coming in a measure solved the difficulty.

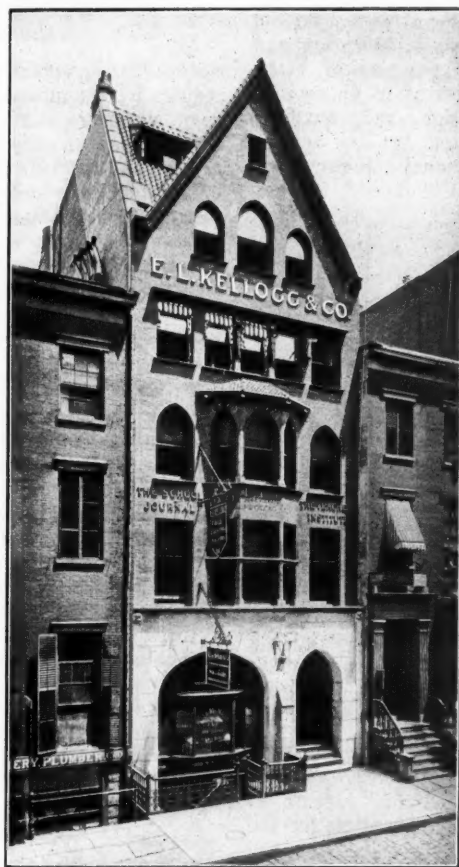
The Quincy Methods.

On his return from a two years' course in pedagogics and philosophy in German universities Colonel Parker had been elected (in 1877) superintendent of the Quincy (Mass.) schools. Filled with high ideals and clear convictions as to what should constitute satisfactory school work he entered upon a reform of methods of teaching that in its effect was equal to, if not deeper and more far-reaching than that of Horace Mann in his day. Mr. Kellogg at once recognized the importance of this work, and feeling that here were practically applied the very ideas upon which he built his hopes for the development of American education, he engaged an experienced teacher to visit the Quincy schools.

The observations of this teacher were published in the



A. Flanagan, Chicago Manager.



The Educational Building.

SCHOOL JOURNAL and *The Teachers' Institute*. They were glowing accounts of teaching where freedom, interest and happiness were the stimuli to activity and the acquisition of knowledge and genuine intellectual and moral culture were aimed at. The attention of the teachers of the country was aroused; throngs of educational prospectors were attracted to Quincy and the "Quincy Methods" became the ruling topic of discussion in educational circles. Miss Partridge's reports of the work were published in book form by the firm under the title of "Quincy Methods." In the same way was issued a course of lectures delivered by Colonel Parker at Marthas Vineyard in which the methods were more fully explained and their underlying principles indicated. Under the title of "Talk on Teaching," this book has brought light to thousands of teachers on the many intricate questions arising in school practice. In the words of Dr. William T. Harris, "It is as gold."

The Publication of Pedagogical Books Begun.

The new impulse given to the movement inaugurated by THE SCHOOL JOURNAL and *The Teachers' Institute* invited many resourceful minds into the field of education and now began the publication of large numbers of books to meet the demands for inquiries after philosophy, practice, and history of education, and auxiliary sciences. Payne's "Lectures on the Art and Science of Teaching," Quick's "Educational Reformers," Perez's "First Three Years of Childhood," Hughes'



The Reception Room on Second Floor.

"Mistakes in Teaching," and other valuable works were added to the list and gradually the publication of pedagogical and psychological books became an important department.

A Catalog of Educational Books is Issued.

Meanwhile Mr. Kellogg continued his appeals to teachers to strive for higher things, to search for the foundation principles of their work, to make education the subject of earnest reflection and systematic study. As a result, hundreds of requests were received from awakening teachers who wanted lists of books that would help them to go up higher. First a circular letter was issued in reply, then a descriptive catalog of books on education was published. The latter made its appearance in 1888 and was the first catalog of its kind in America; it has since been revised annually and nearly a million copies have been distributed. In its present form it is a list of nearly 2000 publications devoted to all sides of educational thought and practice.

Plans for Aspiring Teachers.

It was soon recognized, however, that more was needed to lend a hand to the aspiring teachers. Mr. Kellogg believed the ideal solution to be an itinerant normal school where the teachers could go for a few weeks each year and then follow a course of reading prepared by its instructors. A graded system of certificates was to be introduced, so as to encourage the continuation of study. He labored earnestly and persistently toward this end. A share of the credit for the establishment of a number of

professional reading circles, the organization of the New York system of graded examinations for teachers and the inauguration of the New York University School of Pedagogy is certainly due to him.

Courses of Systematic Reading.

In 1889 was issued a little monthly sheet, *The Profes-*



The Teachers' Agency Corner.

sional Teacher, planned to help those who wished to prepare for examinations for professional certificates. Its name was changed afterward to *Educational Foundations* and it is now an established magazine for students of education and teachers desirous of advancement. It is the only magazine offering systematic study in the history, principles, methods, and civics of education, child study, educational psychology, literature and general history. A fairly comprehensive explanation of the courses it offers for the volume beginning with the September number will be found on pages XXX. Those who are interested in this special work should not fail to read the announcements.

Aid for the Primary Teachers.

With *The Teachers' Institute* for the teacher whose chief concern was ready help of a thoroly practical character, *Educational Foundations* for aspiring teachers and students of education generally and THE SCHOOL JOURNAL for professional teachers, principals, superintendents, and school officers a wide range of educational endeavor was covered. A special need arose from the fact that from the teachers in the primary schools there came at an increasing rate requests for methods and suggestions suited to their especial needs. As is well known, the poorest teaching was done in the primary schools, tho there, above every everything else, the teaching should be sound. For these reasons it was thought best to issue a separate magazine which, under the name of *The Primary School*, has won thousands of friends among the teachers in the elementary schools and kindergartens. It is another evidence of the efforts that have been made to diffuse a knowledge



The Subscription Department on the Fifth Floor.

of the best methods of teaching, and to increase the number of devoted, thoughtful, intelligent teachers.

Fitting for Intelligent Citizenship.

The effort from the outset was to urge a broad course of study and the development of a many-sided interest in the school-room. The pupils were to be fitted for intelligent citizenship. It was suggested that to this end discussions on current history should be introduced and note

taken of the progress in science, industry, and geographical discovery. It soon became necessary to publish a separate periodical to meet the growing demand for material of this kind. The idea developed into *Our Times*, which, from a monthly paper of eight pages, has grown to a twenty-page semi-monthly, used as a text in many school-rooms and taken by many thousand subscribers for its comprehensive condensation of the news of the



The Entire Sixth Floor is Devoted to the Composing Room.

world. It is edited by Mr. Vincent S. Walsh, a graduate of Cornell University, who has been on the editorial staff of *THE SCHOOL JOURNAL* for twelve years.

One Aim Thruout.

Mention might be made also of the *Pedagogic Quarterly*, the valuable Teachers' Libraries and other publications issued by the firm. The ideal behind all of them is the same: the desire to increase and enrich the educational opportunities of the race. And the method: to aid and uplift teachers and magnify the profession thru appeal and suggestion to them directly as well as to those who supervise, direct, and shape educational theory and practice.

The Executive Staff.

The managing editor, Mr. Ossian H. Lang, has had an unusually varied educational experience. In early childhood he determined upon an educational career. As a boy of fifteen he taught in an infants' school, solely from a love of little children. After completing his university studies he was teacher in an orphan asylum, and has since taught in both private and public, ungraded and graded, elementary and secondary schools. In 1892 he was appointed assistant superintendent of the schools of Buffalo, N. Y., and had an opportunity to cope with the practical difficulties of school administration and supervision. The following year he became an associate editor on the staff of *THE SCHOOL JOURNAL*. He has for several years taken an active interest in N. E. A. affairs, was a



A View in the Bindery.

charter member of the National Herbart Club and of the Society for the Comparative Study of Pedagogy. He is one of the Advisory Council of the New York Child Study Association, a member of the New York Schoolmasters' Club, the Society of Pedagogy, and several other educational and scientific associations. A round table conducted by him at the Indianapolis meeting of the Dept. of Superintendence resulted in the appointment of a committee on standards of minimum professional requirements

of which he is the chairman. He is also the author of several studies in historical pedagogy and has contributed numerous articles to educational and lay periodicals.

Mr. Lang is deeply interested in the advancement of education in all its phases. His knowledge of Latin, Greek, German, French, Spanish, Italian, and English, and his extensive travels in Europe and America have enabled him to gain a broad outlook over the educational field both historically and in its present aspects. He has made a careful personal study of school systems and thoroly believes in teaching as a profession. His ambition is to arouse in teachers everywhere, by means of the papers of which he has charge, the enthusiasm and spirit of devotion to educational work with which he himself has long been inspired.

Mr. Edward L. Kellogg, the eldest son of Mr. Amos M. Kellogg, has almost from the beginning of the enterprise been its business manager. By unceasing devotion to the business and its peculiar difficulties he has thoroly organized the vast amount of detail of which he has charge, with able assistants in every department. As Mr. Kellogg has made a close study of modern printing, his hand is seen in the make-up and typographical arrangement of all the periodicals issued by the firm. The new printing establishment developed principally by his business sagacity has already effected a marked improvement in the typography, and he is constantly occupied with plans that look toward making the Kellogg periodi-



The Pressroom in the Basement.

cals the best and handsomest of educational journals. Personally Mr. Kellogg is a man of great energy and thoroughness. It is a matter of common remark among his friends in the publishing business that no man among them is more accessible to new ideas and less bound by the precedent of what he has done before.

Mr. Jean Isidore Charlouis has been connected with the firm of E. L. Kellogg & Co. for twenty years. He was formerly professor of modern languages, and at one time the principal of the Middleburg Classical institute. It is largely thru his keen judgment and his earnest and persistent work that the leading advertisers have come to recognize in the Kellogg periodicals valuable vehicles for reaching the live and progressive teachers and school officials of the country. Professor Charlouis has been for years a trustee of the Press club and an active worker for its advancement. He has been a director of the International League of Press clubs. In 1897 he was elected first vice-president of the league and was sent as a delegate to the European Press Congress, held in Stockholm, Sweden, and this year to the congress, held in Rome. To him was also accorded an invitation to attend the coronation of the queen of Holland, as a representative of the American Press. He is a member of the Newspaper Men's club of New York city, and of the Pen and Pencil club of Philadelphia.

The Chicago Office.

Nearly ten years ago Mr. A. Flanagan, of Chicago, widely known in the Middle West as a publisher of helpful

books for teachers, became the Western representative of the house. He enjoys to a singular degree the respect and confidence of his thousands of friends and customers, and the firm is especially fortunate in being so ably represented in the Western metropolis. His cozy establishment is piled almost to the ceiling with books and school-room helps, and large numbers of teachers avail themselves of the many advantages it offers.

The Beautiful Building.

By 1892 the building then occupied by the firm had become too small for convenience. Property was purchased on Ninth street just a few doors west of Broadway, and the building now occupied by the firm was erected. It is indeed an "Educational Building," a comfortable home for the papers and books, a delightful rendezvous for teachers, and in itself a work of art. The front of the building is so unique and so attractive that strangers often stop to admire its design, while to those who see it often it affords a pleasing relief from the ordinary unadorned business blocks. In appropriateness for its purpose and convenience for work, the building has proved all that could be desired.

A visit gives a fair idea of the importance and dignity of the educational periodical publishing business. Five floors, including the basement, are devoted to the needs of the firm. Abundant space and the very best equipment is necessary for the publication of its high class periodicals.

The Offices.

The department to which the visitor will ordinarily be shown is on the second floor and is composed of the sales-rooms, the teachers' agency corner, over which Mr. H. S. Kellogg presides, the advertising department, and the private office of Mr. E. L. Kellogg. All the publications of the company are adequately displayed and teachers find no pleasanter place in New York to spend a half hour of a Saturday. It is not uninteresting to sit and watch the steady stream of callers who drift in thru the day, some in search of professional help of a literary sort, others looking to the kind of assistance which the Kellogg bureau is always ready and anxious to render. Many acquire an almost life-long habit of dropping in and making their wants known. Nor are they ever unwelcome, for the firm believe that it is only thru contact with large numbers of teachers that they can properly appreciate the needs of the educational public. It is accordingly their policy to maintain a handsome, yet home-like office for the entertainment of their friends. Mr. Kellogg's private office is in the rear, away from the noise and bustle of the street. Here he can work in quiet while he keeps in communication with every department of the business, for his office is connected by the auto-telephone system with the dozen departments in the building.

The Sanctum Sanctorum.

On the floor above the salesroom is the editorial department with Mr. Lang in active charge. Here are all the appliances for journalistic work which must be rapid, timely, and unerring. The large front room consists of a main portion together with three alcoves. In the main portion are books, the tools with which the editor must often work, including plentiful files of the old numbers of the firm's publications, and of educational periodicals from all parts of the world. In the alcoves are desks with capacious drawers filled with a wealth of matter not yet used, and waste baskets. Without these latter the paper of to-day would be too heavy to go out by mail. It would hardly be able even to express itself. It would have to be forwarded by freight.

In the editorial department, where so much is done, there has to be a great deal of system. The matter of getting the material for a paper the size of THE SCHOOL JOURNAL is one of considerable complexity. There is the question of the special articles, where put and in what type? Editorials and editorial notes must be planned for, the present day history and geography must be got up, and of a sort that will mean something to the

readers. The news from the educational field is important, and the revision and condensation of the reports of correspondents consume a large amount of time. Numerous books come to the offices for review. The literary items also, which are destined to fill the narrow columns among the advertisements are a matter of considerable thought. So many of them come to the office that only a small proportion can be published. Plainly, those must be selected which are most likely to be read by the subscribers. Besides all the literary matter there are engravings and illustrations generally to be looked after, and this occasions a great deal of work for the department. All have to be properly catalogued and filed. The literary end of the paper is a beehive of industry.

The Subscription and Book Departments.

On the fifth floor these important departments are located, with their multiplicity of card indexes of subscribers, and array of clicking typewriters. This portion of the business is very important. An immense outlay of time and money is required to keep straight the lists of subscribers to half a dozen periodicals, each with an extensive circulation. The remarkable growth of THE SCHOOL JOURNAL and its kindred publications has rendered necessary the use of a whole floor for these departments and the employment of some forty clerks.

The Typographers.

Right under the roof is the typesetting department, and a busy place it is. The light pours brilliantly in thru the skylights overhead. At the cases are the type-setters, dropping the letters deftly into position. Beside the forms of next week's JOURNAL are the editor and the foreman in deep consultation. Important matters concerning the distribution of text and illustrations have to be decided. Shall this cut go into the lower left hand corner or will its being there give the page an unbalanced look? The decision is quickly reached and the distribution of text made accordingly. Presto! that will give us a good page! now for the next one!

Meantime in a corner by the front window—the proof-readers are busy with great piles of proofs. They run thru them rapidly, noting errors with the well-known marks. Once they are thru with a sheet of proof, a journeyman printer takes it to the case and makes the indicated changes.

The New Printing and Folding Machines.

As soon as the page forms are completed, everything proved and locked up, down goes the great weight of type to the basement. Here are presses of the latest type. A teacher who is visiting the establishment would do well to ask for permission to see them. This will give a more satisfactory idea than could be derived from a printed explanation.

Among other things, the process of "overlying" may prove of interest. Few people have any conception of the difficulties involved. The usual belief is that all that is necessary is a sheet of paper, some ink, and the electrotrope or half-tone. Not so. In most cases the work of the engraver needs reinforcement by the printer. When a proof of a picture is struck off, the result is oftentimes a mere blur. You have seen cheap newspaper illustrations of that sort. So would the pictures in THE SCHOOL JOURNAL often be blurs, were it not for the trained mechanic who by a system of pasting upon one part of the proof and of cutting out in another prepares a sort of bed over which the pictures are printed. This process of overlying is most important in the business of artistic reproduction. Artist, engraver, and art editor are all indebted to the skilful artisan who reinforces the blacks where they are too gray and heightens the light masses where they are too somber.

From the presses the printed pages go to the folder. There they fall into their foreordained shape. The idea has put on substance. The paper is an entity. Thenceforth thru the process of stitching and wrapping it finds its way to the mailing department and goes out upon its mission.



French-Arabian School. (Ecole Franco-Arabe.)



The Kindergarten. (Ecole Maternelle.)

Jean Geoffroy, Painter of School Children.



HE work of Jean Geoffroy commands the attention and respect of teachers because it expresses the dignified and beautiful side of their craft. It is of a sort that no one can fail to like and of a merit which no artist would venture to impugn. It has the qualities that go with good painting. It is simple, direct, sincere.

Such subjects as M. Geoffroy selects are difficult for an artist to work upon. They generally result in pictures which are hard in handling and soft in sentiment. There is always the danger of forgetting that the essential business of art is the production of beauty, thru harmony of line, tone, and color. In the nature of things there is no reason why a picture that tells a story should not also express some ideal of beauty. The fact remains that it is very hard to follow two masters.

The consequence is that real artists are always inclined to be irritated at the suggestion that they put sentiment into their pictures. Once, when a sentimental person was rhapsodizing in Millet's studio, over his expression of the struggle of man with nature, the old artist bent his hand first this way and then that way and said, "I only try to make things go thus and thus. If I get my planes right I am satisfied." Again Whistler, in speaking of his famous picture of his mother, said that it was merely a study of blacks. Of course, without intending to do so, he put into his picture more than a mere scheme of values. But it is the unconscious expression of the man that goes to make great art.

Greatest Living Painter of Childhood.

Jean Geoffroy is the greatest living painter of childhood, first because he knows how to paint children better than anybody else, and secondly because he has the most intimate sympathy with them. It will be a good

A Study for "The School in Brittany."
(L'Ecole en Bretagne.)

Primary School in Brittany. (Ecole Primaire en Bretagne.)

lesson in art for any reader who is interested, to compare the illustrations that accompany this text with some of the picture-stories which our own J. G. Brown paints with much industry and little inspiration. Mr. Brown depicts small boot-blacks and newsboys with great cleverness: Jean Geoffroy gets the visible presence of the child. The one man paints objects, the other the effects of objects. Geoffroy's personages do not look as if posed; they are what the artists call "convincing." Any well trained artist can make a copy of a model; that is what he goes to the art school to learn. To unlearn the habit of copying the pose is one of the painter's highest achievements. This lesson M. Geoffroy has learned.



Composition Day. (Jour de Composition.)

Each Picture a Little Drama.

M. Geoffroy's home is in the suburbs of Paris, in the *Faubourg du Temple*, in a house set back from the street and close to the little school which has furnished the inspiration for so many of his pictures. The neighboring houses are humble. The streets are full of children. M. Geoffroy finds his models among the people he knows and loves.

Being a very clever craftsman he has met with success. Only a consummate painter can express even the outward charm of childhood. A few of the old masters succeeded in wonderful generalizations of the child, and a few moderns have caught the knack of laying hold of the most prominent characteristics and emphasizing these. Geoffroy is almost the only one who, while respecting the inherent charm of childhood, has understood it and expressed its psychology. Each one of his pictures is a little drama, wrought with a master's hand, in the construction of which art runs side by side with truth.

Success of the Artist.

The story of Jean Geoffroy's life is that of the man who came to the front thru obstacles. He was born at smoky Marennnes, in the department of Charante-Inferieure, the child of artisans. He learned the trade of engraving, but the artistic bent early manifested itself. With scanty savings in his pockets he came to Paris and entered the atelier of Levasseur. From the start he attracted attention and gained friends. Since he struck out for himself he has had almost no financial difficulties.

To-day he bears the name of being a great specialist. His income is large. Many of the museums of Europe are proud to possess specimens of his work. He exhibits every year in the old Salon. He has pictures in the Luxembourg, at Trieste, Cambrai, Dijon, Niort. He gets commissions every year from the minister of public instruction. Several of his best things were painted for schools. Among them may be mentioned "l'Ecole de Filles en Bretagne," his "Classe de Dessin," and "Le Lavabo." He might, as some of the successful artists have done, build for himself a fine house in a fashionable neighborhood. He elects to remain in his humble faubourg, in a populous district, face to face with the life he expresses. His home, altho comfortable, is a model of simplicity. To it the children of the neighborhood repair with an enthusiasm that is not altogether disinterested, for at M. Geoffroy's they find flowers, smiles, jelly-cakes, and when they pose for him, better pay than even their parents earn.

His Personality.

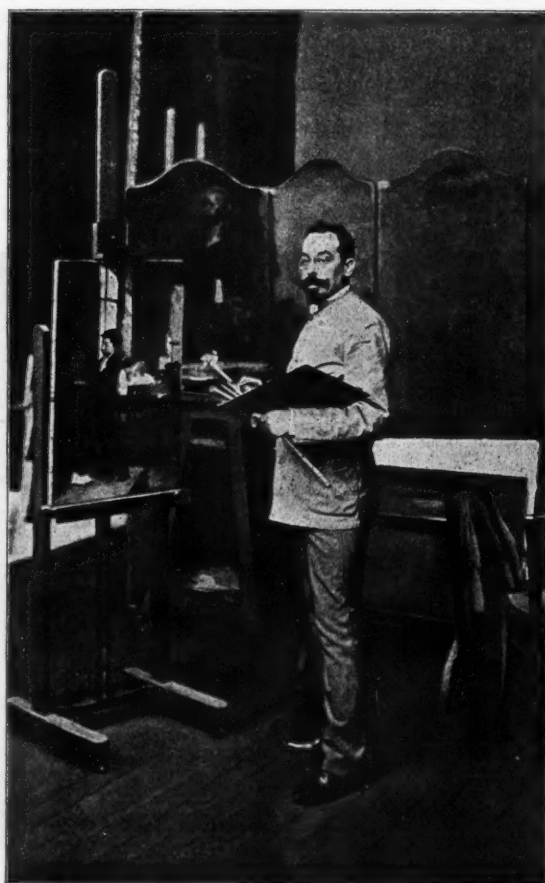
Personally Jean Geoffroy is slight, very dark, thin, of delicate health, with almost woman-like sensibilities. Perhaps he is best described as a man who has never outgrown the timidity and sensitiveness of childhood. With strangers, especially lion-hunters, he is ill at ease, but with the working people and their children he mingles freely, and joins in all their simple pleasures. If he has contrived better than almost anybody else to realize in graphic form the life of the working classes, is it not because he is himself of the people?

Poetry of the School.

Thru the great bay-windows of his studio he looks out on the one side upon the panorama of the city, on the other side upon the vast stretch of the plain of St. Denis, encircled with distant masses of laughing verdure.

From the ocean of roofs ascends a confused murmur like the rushing of the sea, while from immediately below come more cheerful sounds, childish voices reading and reciting in the little primary school.

M. Geoffroy is at his best when he listens to the voices from the school-house. Whatever is purest and most noble in the life of children he has caught and portrayed. We hear much talk of the decadence of Latin races, but the children of Jean Geoffroy's brush are as wholesome, if not as robust, as the youngsters of Anglo-Saxon parentage. In them we get a glimpse of that finer France, which is not degenerate, not decadent. Almost alone among the artists of our time Geoffroy has felt the



Jean Geoffroy.



Compulsory Education. (Instruction Obligatoire.)

poetry of the school. He has seen the artistic possibilities of the rows of rude benches; the demure little girls with their white caps, long frocks, and clattering sabots; the patient teacher, her face sweetened by the labor of love. Because he has called the attention of the world to the dignity of school life, he deserves to be introduced to the readers of THE SCHOOL JOURNAL as one of the friends of education.

Practical Use of Illustrations.

Practical use can be made by the teacher of the illustrations here reproduced. It is good to talk over such pictures with children. Call their attention to the really artistic features. Show them why these are good art.

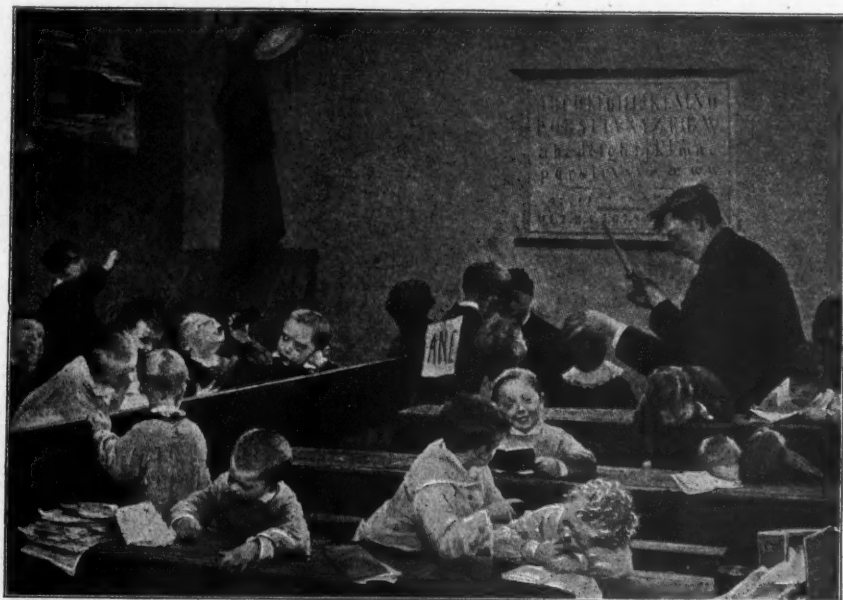
In the study, for instance, of the two girls for "The School in Brittany," let them find wherein the beauty consists. They will readily enough perceive that it is not in the lines of the faces. The artist has not picked out two especially beautiful children. He has taken two of ordinary mien and has made them both interesting and beautiful by arrangement. That is what we call composition. Notice how necessary is the bent hand in the lower left hand corner. See how beautifully the face of the little girl is silhouetted against the collar of the other. What part does the outer edge of the black stole play? Where does the eye most lovingly fall?

Turn to the completed pic-



Mutual Instruction. (Instruction Mutuelle.)

ture. As a composition it is very fine. What is the central point of interest? Do you notice how the narrow window forces your attention upon the book from which the girl is reading? Do you observe the long line across the picture, made by the heads of the children and how it is echoed by the line of the heads of the little ones in the lower corner. Most important of all, call attention to that which makes the picture restful. There are parts of it that are almost bare. In the space above the children's heads there is very little to catch the eye. Suppose the artist had filled that space with picture-cards, and tennis racquets, and all sorts of things. Would the



The Abecedarians. (La Petite Classe.)

picture then have been equally pleasing? Where is the other restful place?

After developing the composition call attention to posture and expression. There is abundant variety in the action of the figures. See how variously the heads turn. If you or I should try to draw a lot of people out of our imaginations, we should probably think up two or three attitudes and make all our people fit into them. M. Geoffroy has succeeded in getting the action of every one in his little school-room different from the others, and they all look right. That is partly because he uses models, but more because he watches and studies the movements of children in school.

The social aspects of the picture can readily be developed by the teacher. The differences between the clothing of the French and the American children may be brought out. The wooden shoes will prove to be especially interesting. A comparison of school furniture is instructive.

Every one of these pictures will yield material for study and for the writing of compositions. What a sense of gayety there is among the children who are coming out of school! What pranks the little rogues are up to in "The Little Class!" There is splendid art and splendid story telling in the lunch hour episode. Whatever Geoffroy does is alive with human interest.

Maurice Guillemot recently contributed an article to the *Revue Illustrée* in which he shows Geoffroy to be not only a painter, but an artist with a message to mankind. Geoffroy's pictures bring out the beautiful in the life of the humble; they preach a gospel of humanity and human brotherhood. This may sound strange to those who have noticed only the amusing drollery of those gamins returning from school in the rain under an old, tattered, incomplete umbrella; the absorption of the three small boys returning from school, who look wistfully at the exhibit in the window of a toy shop; the attention marked by the index finger on the book of the boy in the



Teacher's Birthday. (Un Jour de Fete a L'Ecole).

reading class; the frolic of laughter in blind man's buff, etc., etc. But a study of "The Starving," "The Prayer of the Humble," "Asylum for the Night," will soon convince them that the master aims at more than "art for art's sake."

"To Geoffroy," as M. Guillemot puts it, "painting means more than juggling with color effects; he is concerned about more than the glow of a cauldron, the starch of a tucker, the pattern of lace work, the gloss and the silkiness of a dress; he does not content himself with seeing, he *thinks* as well. He is in his element when painting childhood, and how he does scrutinize the little soul of his model! The effect of his creations is like that of an epic poem, all the more touching because he confines them to those poor little chicks whose nests are not downy and well-feathered, but hard and uncertain; whose meals are not always assured, and whose frail existence is full of sufferings and misfortune."

He penetrates into the darkest parts of the great city for his subjects, and takes stenographic notes, so to speak, in pencil, from living subjects, wherever he finds them, in the alleys and back yards, before the windows of the toy shops, in the streets; and after these stenographic pencil notes have been polished and re-touched, we have such pictures as "Birthday at School," "A Difficult Problem," "School Closes," "The Reading Lesson," "Blind Man's Buff," etc.



The Study Hour.

Next week will be issued a carefully-prepared index to the fifty-eighth volume, closing with the present number. Those who are not yet subscribers will be surprised at the remarkable list of important contributions that have been published in these pages during the past six months. They will be convinced that no educator at all interested in professional advancement, and desirous of making the best of his opportunities, can afford to be without THE SCHOOL JOURNAL. This is the verdict of some of the most successful superintendents, principals, and teachers.

First Schools of New Amsterdam.

The settlers of New Amsterdam did not neglect to provide for the education of their children. In their native land they had themselves been participators in the advantages of public instruction, furnished by the first system of common schools ever established in Europe.

Tho the condition of education was one of the first subjects to claim and arrest public attention, no definite action in the matter was taken by the legislature till 1795. Previous to this, the subject of public instruction had been frequently discussed in the public journals, in the pulpits, and in popular assemblages, and its paramount importance to the future stability and prosperity of the young republic felt and acknowledged. The legislature passed, April 9th, 1795, "An act for the encouragement of schools thruout the state," which appropriated \$50,000 a year for five years, "for the purpose of encouraging and maintaining schools in the several cities and towns in this state, in which the children of the inhabitants residing in this state shall be instructed in the English language or be taught English grammar, arithmetic, mathematics and such other branches of knowledge as are most useful and necessary to complete a good English education."

Until near the close of the eighteenth century, efforts for the establishment of systems of public instruction so as to benefit the masses of society had been chiefly the work of individuals. Voluntary benevolent and philanthropic associations were formed, having for their chief purpose the extension of knowledge among all classes of society. Sunday schools, the work of which was at first necessarily directed in a great measure to the instruction of neglected children in reading, sprang up and multiplied about the close of the Revolutionary war, and were soon introduced into the United States. Among the earliest of these in this country was an association formed in this city as early as 1785. Governor Jay was its first president, and its first school was opened in 1787 in Cliff street, numbering about one hundred pupils. Several schools were established and maintained by this society, the funds being supplied by voluntary contributions.

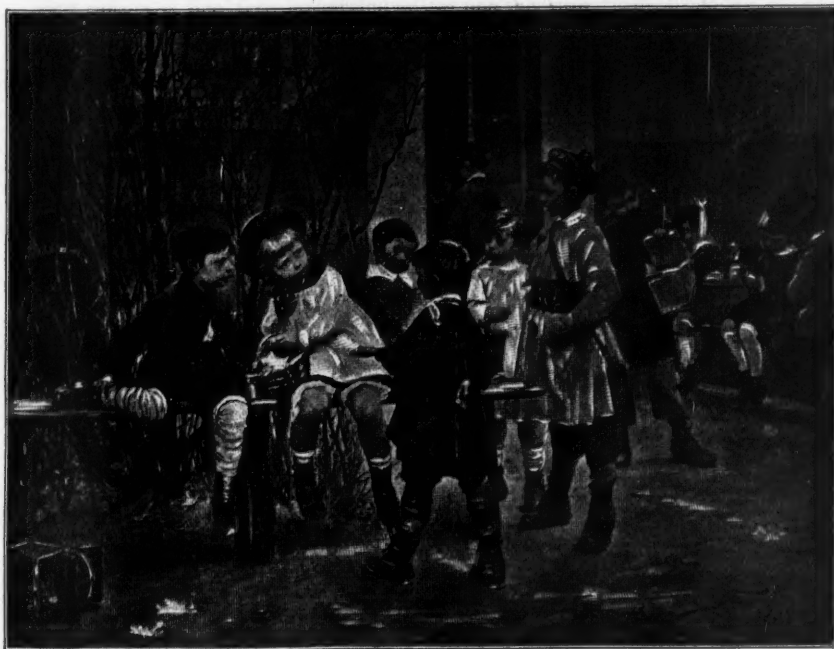
In 1802, a school was opened for girls by a society known as the "Female Association for the Relief of the Poor." It was the original promoter of free schools in the city of New York, and it extended its influence until a number of gentlemen attempted the same kind offices for the neglected boys of the city, thus leading to the establishment of the "Free School Society," which after-



On the Way to School.

ward became the "Public School Society of the City of New York." Private schools also had largely increased in numbers with the increasing population of the city. At least as early as 1798 a teachers' association was in existence, its meetings being held at Federal Hall every Saturday evening. The president for 1798 was John Woods, and for 1799 John Campbell.

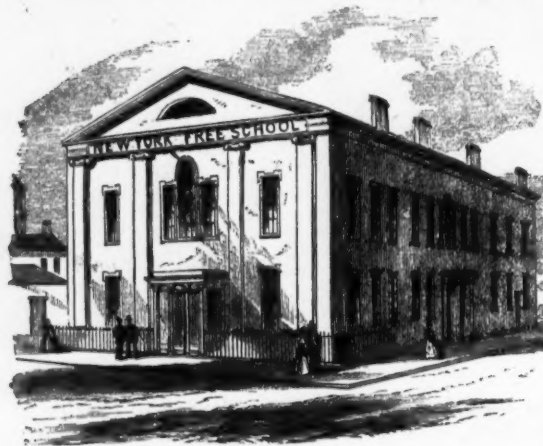
In 1805 there were in the city 141 teachers, 106 of whom were males, and thirty-five females including those of the church schools, supported by the Dutch Reformed, Episcopal, Presbyterian, and Roman Catholic denominations. This was the general condition of school affairs at the beginning of the new and important era of 1805, a year rendered memorable in our local educational history by the law first establishing the common school fund of the state, and by the act of incorporation of the Free School Society of the city of New York. Thirteen trustees for that year were then appointed, and De Witt Clinton was elected president. Besides those thus mentioned, the mayor, recorder, aldermen and assistant aldermen were declared *ex-officio* members of the society, which was also open to any citizen upon his subscribing and contributing eight dollars for the benefit of the society. A full year was spent in raising money enough to make a practical beginning by opening school after the famous Lancaster system, then entirely new. In the brief space of



Noon Recess at School. (L'Heure du Gouter.)

three or four years, the claims of this system had been so widely and so energetically advocated, that thousands of intelligent men believed that a final and immediate remedy had been found for the evils of popular ignorance and that the era of universal intelligence had begun. By this plan it was claimed that five hundred or a thousand children could be profitably instructed under the care of a single teacher, with no assistance except what should be rendered by the children themselves. The society took prompt measures to put the new plan into operation. Happily a teacher, Mr. William Smith, was found who was well qualified in all respects for the undertaking. Under his superintendence, therefore, the school was first opened on May 17, 1806, in a small apartment (in the old Mission House) in Bancker street, now Madison street, near Pearl. The school was at once a success.

The little room was soon overcrowded, the pupils numbering sixty-seven. Col. Henry Rutgers, afterward the second president of the society, donated a valuable lot of ground in Henry street as a site for the school-house.



New York Free School No. 1.
The new building opened in 1809 in Tryon Row.

Having, however, fully ascertained that entire reliance on the benevolence of individuals for the support of the institution would not place the funds in a condition to meet the expenses which must necessarily arise, the trustees turned their attention to those sources whence adequate assistance could alone be expected. The result was an appropriation of the workshop adjacent to the almshouse for the temporary accommodation of the school, and the sum of five hundred dollars toward putting it in repair.

In April, 1807, the school was removed to the new quarters, its number soon increasing to one hundred fifty, including fifty pauper children, the limit of accommodation being about two hundred. Application for assistance was meanwhile made to the legislature, resulting in a grant of four thousand dollars toward erecting a building and an additional thousand dollars each year, all from the excise funds of the city, until aid could be regularly afforded from the interest of the school fund of the state. In a very short time the new quarters also became too narrow for the expanding school, and sufficient funds for a new building of proper size not having yet been accumulated the society again applied to the corporation for assistance, and received the liberal gift of the building known as the "Old Arsenal" conveniently situated on Chambers street and Tryon row. The property was valued at ten thousand dollars, and was accompanied by the sum of fifteen hundred dollars in money, to assist in preparing the building for a school. Extensive changes were made in the building, costing about thirteen thousand dollars, and providing not only a school-room for five hundred pupils, but also departments for the use of the board and for the teacher's family. In December, 1809, the new school building, long known as No. 1 was opened with interesting ceremonies, the president, Mr. Clinton, delivering an appropriate address.

A site having already been provided by the munificence of Col. Rutgers, the society again raised some thirteen thousand dollars by subscription from the citizens, and on November 13, 1811, school-house No. 2, costing about eleven thousand dollars, was opened. The same year the society received from the corporation of Trinity church a donation of several lots on Christopher street and a further grant of four thousand dollars from the legislature, with an annuity of five hundred dollars. With the return of prosperity after the war with Great Britain, and the vast increase of immigration, the operations of the society began again to expand. In order to secure the utmost efficiency in the internal management of the schools, a committee was appointed to obtain from England thru the agency of the British and Foreign School Society—a person completely competent to teach the system in its most perfect form. A salary of eight hundred dollars was offered, together with the expenses of the passage. Mr. Shepard Johnson, the expected model teacher was a young man who had received his entire education in the schools of the society, and had passed thru the successive stages with great credit. He was appointed to take charge of School No. 3, which was first opened in May, 1818, in a public building on the corner of Amos and Hudson streets. Mr. Johnson proved of great service not only in his own school, but in assisting and directing the organization of other new schools intrusted to teachers of less experience.



The Oread Institute and Its Founder.

By MARY HALL LEONARD.

"Now we will call on Mr. Thayer," said my companion as we came down the steep hill from whose summit Oread Castle overlooks the city of Worcester, Mass.

We had been attending the public reception given January 31, 1899, at the re-opening of the Oread institute, which was founded fifty years ago by the man who a few years afterward gained national fame as the organizer of the great Kansas emigration movement. With this re-opening the Oread has departed from its original purpose "to give young ladies educational advantages equal to those of men," and has become a school of domestic science under the management of Henry D. Perky, the enterprising manufacturer of "Shredded Wheat."

The building itself, a gray, turreted structure, crowns a high hill overlooking the city from the west. The approaches add to the impression that one is gazing upon some medieval castle where prisoners were confined in underground dungeons and from which armored knights rode forth upon their tournaments.

As we passed from room to room, examining the appliances for electrical cooking that have been provided for the new institution, we lingered longest in the North Tower, which was for fifty years the residence of Eli Thayer himself with his family.

The reception being over, we paused on our way homeward at the house on Main street which a few months ago became Mr. Thayer's residence, and during an interesting hour's conversation we heard from his own lips some of the facts of national history with which he was identified. This recent opening of a new educational institution in an historical school building, together with the still more recent death of Eli Thayer, gives a peculiar fitness in recalling some of the events connected with the "Oread" and with the life of its founder.

Eli Thayer was born in Mendon, Mass., in 1819. With an early determination to obtain a liberal education he came to Worcester and fitted for college at the Manual Labor school—afterwards called Worcester academy. Here he learned also those arts of labor which he afterwards used in gaining opportunities for further study. After working his way thru Brown university he was graduated with honors, and returned to Worcester as the principal of the school where he had previously studied. Before long, however, he gave up this work in order to

lay the foundations of Oread institute along advanced educational lines.

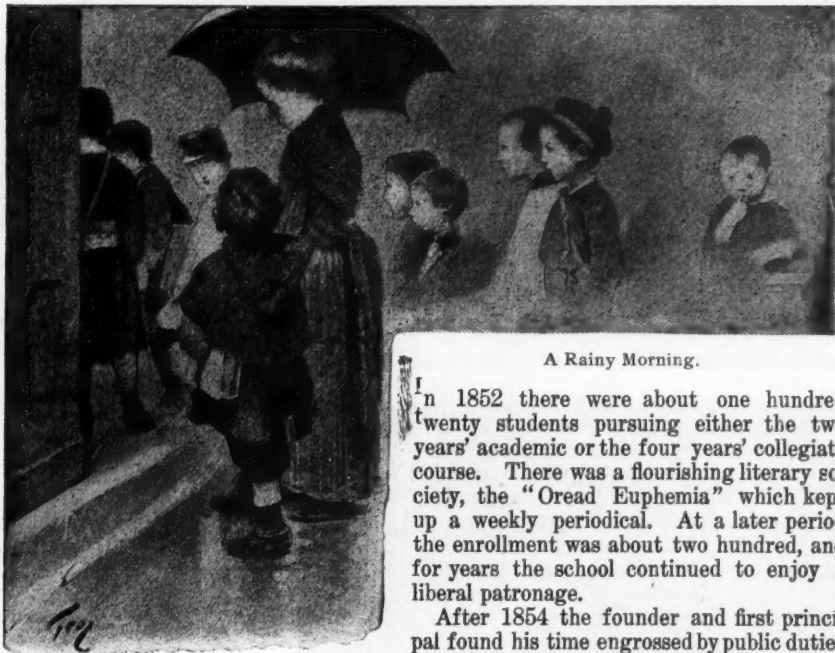
In 1848 Mr. Thayer built the North Tower of Oread Castle and the next year opened it as a young ladies' seminary. The name "Oread" was suggested by a line of Virgil,

"Hinc atque hinc glamorantur Oreades,"

(Here and there gather the mountain nymphs) which was inscribed as a motto on the earlier catalogs of the school.

In 1850 the South Tower was built, and in 1852 the two towers were united by the construction of the central building, after which Oread castle stood complete as it has appeared thru all the succeeding half-century. An interesting photograph taken about 1855, and showing the "mountain nymphs" gathered in groups on the slope of the hill, may be seen in the rooms of the Worcester Historical Society. At that time the space between Main street and "Mount Oread" (known before the founding of the institute as "Goats' Hill") was wholly free from buildings, and the view was most imposing. Since that time this space has been largely built over with residences and brick blocks which greatly obstruct the view of the "Castle" as seen from the city side. One of these residences built on land formerly belonging to the institute was Mr. Thayer's home after the "Oread" had passed into the hands of its present owner.

Oread institute was one of the earliest institutions in the great movement for the higher education of women, preceding Vassar and the many newer colleges which dot the country. The first catalog, a pamphlet with black glazed covers and gilt lettering, has the name of Dr. Francis Wayland at the head of its board of trustees.



A Rainy Morning.

In 1852 there were about one hundred twenty students pursuing either the two years' academic or the four years' collegiate course. There was a flourishing literary society, the "Oread Euphemia" which kept up a weekly periodical. At a later period the enrollment was about two hundred, and for years the school continued to enjoy a liberal patronage.

After 1854 the founder and first principal found his time engrossed by public duties and the direction of the school was left mostly to others. After the Civil war the numbers declined as newer institutions gained favor with the public; yet the Oread managed to preserve its continuous existence as a young ladies' seminary until about 1880. During the last twenty years there have been spasmodic attempts to revive the old institute, and part of the time a private school for children has been maintained within the building.

But the interest that attaches to the Oread does not lie wholly along educational lines. The plan of the Kansas Emigration Society was conceived and developed by Mr. Thayer in his Oread study, and the campaign for the saving of that territory to freedom was directed from this institution. Here at a later period Mr. Thayer wrote his book "The Kansas Crusade, its Friends and Foes." John Brown was once entertained as Mr. Thayer's guest within these walls. Because of these things the Oread will always possess a peculiar and increasing historical interest.

During the winter of 1853-4 Eli Thayer was a member of the Massachusetts legislature, and the Kansas-Nebraska bill then before Congress was violently agitating the country. During the spring of 1854 Mr. Thayer's deep interest in national affairs took shape in the organization of the New England Emigrant Aid Society which sent between four and five thousand determined men and women across the country as settlers, thus saving to freedom the new states of Kansas and Nebraska, and so making possible Lincoln's election which precipitated the Civil war and finally broke up the institution of slavery.

Henry D. Perky, the new owner of "Oread Castle," is not a native of Worcester, but has made that city the center of his successful food enterprise.

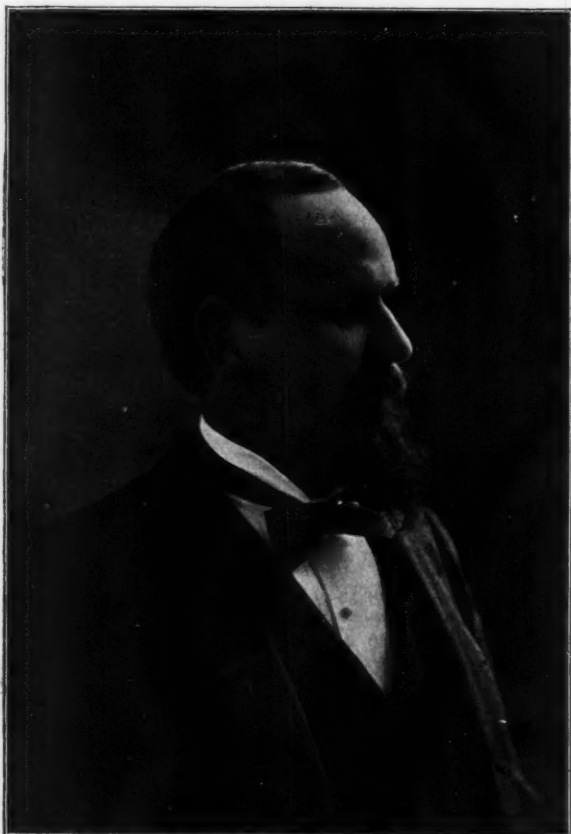
For about two years the



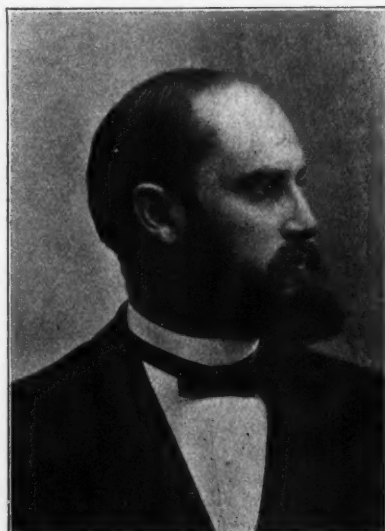
School Leaves Out. (Une Sortie de Classe.)

"New Era Cooking School" started by Mr. Perky has been successfully carried on at Worcester, and Boston. Under the new plan this school has now taken up its abode in "Oread Castle," with the name of the old institute and thus gathering around itself some of the associations that belong to the old school, and to its founder and the Kansas emigration scheme that was conducted from this hill point.

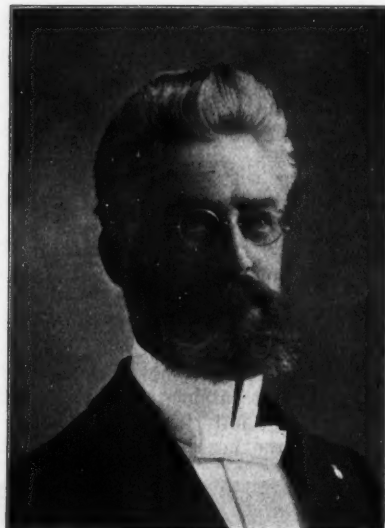
While the exterior of the Oread remains unchanged, the interior has been rebuilt and equipped with all modern facilities for the end that is proposed. The school has been extensively advertised and a free scholarship is given to every state and territory. A young lady from Oklahoma was the first student to arrive in Worcester, a week before the public opening of the school.



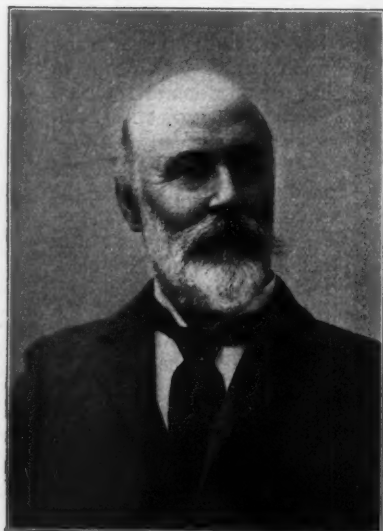
STATE SUPT. THOS. J. KIRK, of California.



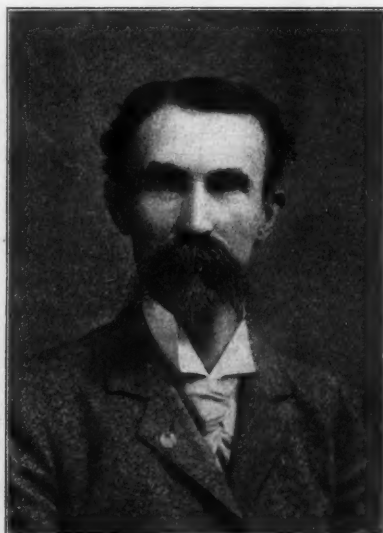
SUPT. J. A. FOSHAY, of Los Angeles.
Chairman of Committee on Advance Membership.



PRIN. E. T. PIERCE, State Normal School, Los Angeles, Cal.
Chairman of the Committee on Educational Exhibit to be held in connection with the N. E. A.



MR. F. G. STORY, Chairman.



MR. FRANK WIGGINS, Secretary,



MR. H. R. FRANK, Treasurer,

Local Executive Committee of the N. E. A. at Los Angeles.

Local Organization of the N. E. A. at Los Angeles.

The following are the local committees appointed by concurrent action of the Los Angeles Chamber of Commerce, the Board of Trade, the Merchants' and Manufacturers' Association and the Board of Education:

Local Executive Committee.

F. Q. Story, Chairman.

MEMBERS.

F. Q. Story, Charles Silent, B. E. Howard, representing the Chamber of Commerce.

Gen'l John R. Mathews, C. B. Boothe, representing the Board of Trade.

H. R. Frank, H. P. Anderson, representing the Merchants and Manufacturers' Association.

C. C. Davis, J. A. Forshay, representing the Board of Education.

H. W. Frank, Treasurer.

Frank Wiggins, Secretary.

The following are the names of the respective chairmen of the various sub-committees:

Committee on Finance—Charles Silent.

Committee on Hotels and Accommodations—H. P. Anderson.

Committee on Halls—Gen'l J. R. Mathews.

Committee on Music—Rev. Burt Estes Howard.

Committee on Railway Excursions—C. B. Boothe.

Committee on Printing and Badges—C. C. Davis.

Committee on Advance Membership—J. A. Forshay.

Committee on Reception—F. Q. Story.

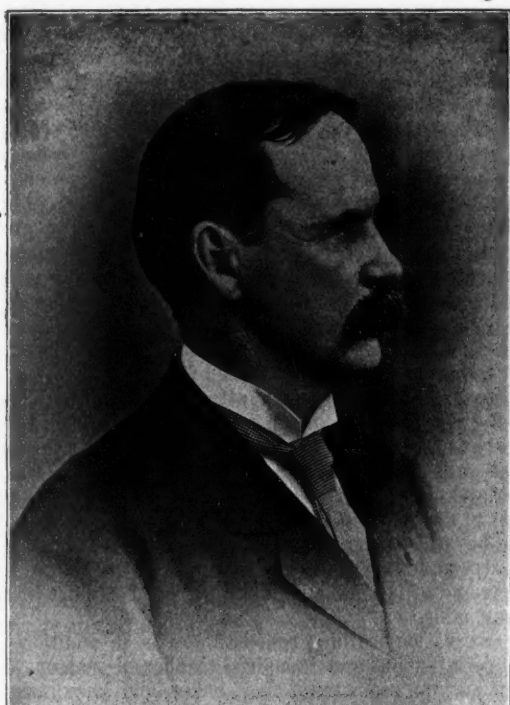
Committee on School Appliances—E. T. Pierce.

Committee on Exhibit of School Work—W. H. Housh.

Committee on Publicity—Abbot Kinney.

Committee on Entertainment—F. K. Rule.

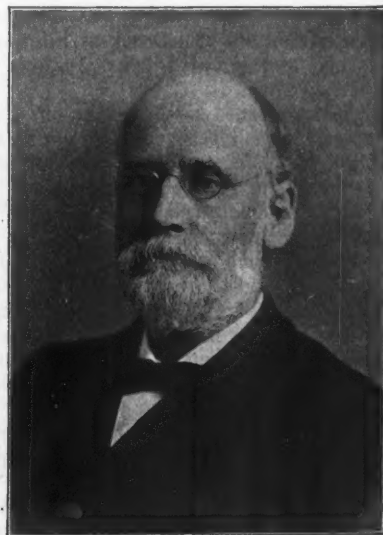
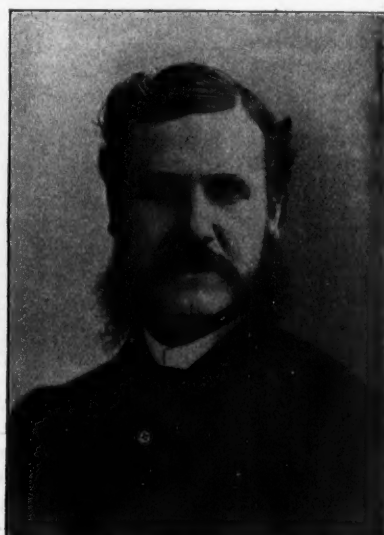
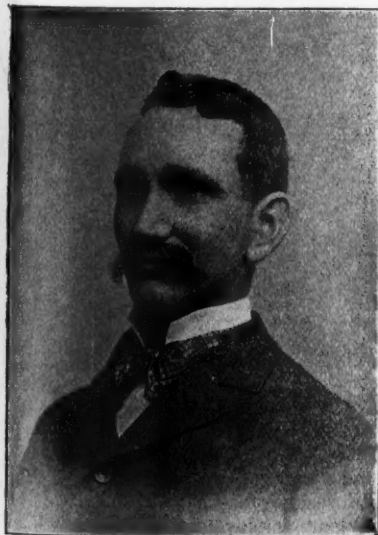
Committee on Promotion of State Interests—Elmer E. Brown.



E. ORAM LYTE, President, Millersville, Pa.



JAMES M. GREENWOOD, 1st Vice-President, Kansas City, Mo.



I. C. MCNEILL, Treas., West Superior, Wis. ALBERT G. LANE, Ch'n of Trustees, Chicago, Ill. WM. T. HARRIS, Washington, D. C.

The portrait of Irwin Shepard, Secretary, Winona, Minn., will be found on another page.

Executive Committee of the National Educational Association for 1898-9.

Education of the Indian.

By BLANCHE E. LITTLE, Oklahoma.

As the Indian Works at School.

It is generally understood that the Indians are the "Wards of the Nation." They live upon reservations set apart for them, have an agent and employes to look after and instruct them, have good schools, whose teachers are appointed under the civil service, they as well as all employes in the Indian service being salaried by the government.

The Indian schools to-day are not only a great credit to the nation, but a still greater blessing to those for whose elevation and improvement they were established. Nothing that has been done for the advancement and civilization of these people can compare with this work, in far reaching and positive benefit. The Indian schools have done more toward solving the Indian question than all other influences combined. They have not cost an iota of the money expended in carrying on Indian wars, and have been vastly kinder in result.



Reservation Boarding School (Indian Industrial) Building of Cut Stone.

The government schools for Indians are of three classes, viz.: Reservation day schools, reservation boarding schools, and non-reservation boarding schools. The two former will be treated in this article. The first of these classes of schools are established at convenient points on the large reservations. The pupils live at home or in "camp" as it is sometimes called, and go daily to school during the session, which usually lasts ten or eleven months. An Indian policeman is detailed to act as truant officer and bring in all who play "hookey" and to render any assistance that may be required.

An instance is recalled where an irate chief came to the school with his son, who had been having a good time on a hunt and had been ordered back to school by the policeman. The chief after talking and gesticulating excitedly walked abruptly away. The teacher turned to Charley, the boy who acted as interpreter on such occasions, saying, "I think Ah-tah-ca must have been swearing?"

The boy turned his dark eyes on the teacher in surprise and said, "Teacher, there are no swear words in our language." The chief had said that, as the hunt was almost over and Thomas was having such a good time, he thought the white people might have "scused" him for the rest of the time.

There are one or two teachers, and frequently such a school is presided over by a man and his wife. The rudiments only of English are taught, and the pupils are obliged to speak in English, no "Indian talk" being allowed. Often when at play the children will be heard saying (as they so often hear their teachers say), "Speak English and I will answer you."

I recall seeing several boys with strips of white paper pinned to their coats and upon getting close enough to see what was written thereon I read, "Speak only English." I have often wondered why the children, as well as the older Indians are so averse to using anything but their native tongue. Unless they are certain that you know they understand English they will present the most stolid appearance, never giving the slightest intimation that they understand a word that is said.

Every effort is made by the teachers to have the school as attractive as possible to the pupils, whose natural propensity to roam makes it difficult to keep them steadily in school, and makes it a case of "eternal vigilance" on the part of teachers and policemen.

The Indian is like the civilized white man in many respects, and in no particular is this resemblance more marked than in the fact that the road to the affections lies thru the stomach; therefore the wise teacher knowing this very often provides a lunch for the pupils and by this and other legitimate forms of bribery, secures their interest and attention.

Boarding Schools.

After the reservation day schools come the reservation boarding schools. There is usually one, sometimes there are two of these on each reservation. There are large buildings often of cut stone, having dormitories, halls, school-rooms, dining room, laundry, and kitchen all under one roof or in one inclosure. It is the duty of the agent to see that all children of school age on the reservation not in other schools are placed in the boarding school. They are often taken at four or five years of age, because the younger they are when they enter school, the easier the training. Very few except orphans are taken at so tender an age, as the parents are very reluctant to give them up. When the children enter this school frequent visits home are discouraged. When they go back to camp every month or six weeks to remain over Saturday and Sunday, they return to school Monday completely demoralized. The teachers understand perfectly how hard it is going to be for them to settle down to study.

There is always a large farm attached known as "The School Farm." There is an industrial teacher and the boys are taught how to till the soil in producing field and garden crops, to take care of stock, milk cows, make butter and cheese, build fences, construct small buildings, in fact to do anything that is required on a farm. Many of the boys also have an opportunity to learn much of carpentry and blacksmithing at the shops attached to the agency, and of lumber and milling where there are grist and saw mills.

In reservation boarding schools there is, in addition to the superintendent and industrial teacher, a matron, assistant matron, seamstress, cook, baker, and laundress, a principal teacher and one or more assistant teachers.



Group of Indians (Pawnees) after Leaving Reservation Boarding School.

Every pupil is in school half of each daily session and during the other half of the day works in the building or on the farm. The industrial teacher has charge of the boys while engaged in outdoor employment, and the matron, cook, and seamstress instruct the girls in their several departments of work. The girls are taught to knit, crochet, sew by hand, then later on the sewing machine. They are detailed successively to the different

female employees and in course of time are taught all that pertains to ordinary housekeeping. Thus the two parts of their education are received simultaneously, and when the boys and girls are ready to leave school, and either return home or go on higher to a non-reservation school, they are fairly well fitted for such duties and responsibilities as they will be called upon to assume in after life. The boys have a very good idea of how to farm and the girls have been taught how to care for a house. Both boys and girls are sent out with a mental and industrial training that is of inestimable value to them in their attempt at civilization for themselves and their people.

What has been accomplished within the last twenty years is but an intimation of what may reasonably be expected within the next two decades. With such a record as these schools have made, it is difficult to understand how any true friend of humanity can conscientiously oppose the efforts that have led to such desirable results, and which are destined to lead to still greater and more beneficent achievements, by lifting the Indian race out of the slough of ignorance, superstition, and barbarism in which it has been until recently engulfed. Every lover of the human race in gratitude for what has been accomplished should "Thank God and take courage." Truly, "Peace hath her victories still greater than those of war."

Catholic Schools for Indians.

It may be interesting to hear what is being done by the Catholic church in the matter of education for Indian, colored, and white children in this far-off land, and in a place that only a few years ago, was considered beyond the border of civilization.

Go where you will, you are apt to find that the Catholic church has been working there ahead of you, and that neither labor, time, nor money has been spared. For many years the Catholics have made an earnest effort to help the Indians; and for the past twenty-four years they have been working in a permanent way in the Indian territory—this was some years before the government took any steps toward establishing schools for the education of the Indians in this section. That the Catholics are the pioneers in this humane work, is an established fact. That they have never faltered is shown by the fact that there are to-day eleven schools for Indians, with an enrollment of six hundred and four pupils, located as follows:

Anadarko, Okla. Ter. St. Patrick's Mission. Supt. Rev. Isidore Ricklin of the order of St. Benedict, teachers, Sisters of St. Francis. Pupils 105, Comanche and Apache Indians.

Antlers, Ind. Ter. Teachers' Sisters of St. Joseph, 80 pupils, Choctaw Indians.

Ardmore, Ind. Ter. St. Agnes' Academy, teachers, Sisters of Mercy. 120 pupils, Chickasaw.

Muskogee, Ind. Ter. St. Joseph's School, Sisters of St. Joseph. Pupils 145, Creeks and Cherokees.

Purcell, Ind. Ter. St. Elizabeth's Convent, Sisters of St. Francis. Pupils 165, Chickasaws.

Vinita, Ind. Ter. Sisters of St. Benedict, for Creeks and Cherokees.

Quapaw Reservation, Ind. Ter. Sisters of St. Joseph.

Gray Horse, Okla. Ter. Hominy Creek, St. Joseph's Mission. Sisters of St. Francis. Pupils 56, Osage Indian Boys.

Pawhuska, Osage Agency, Oklahoma Ter. St. Louis' Mission, Sisters of St. Francis. Pupils 90, Osage girls.

Sacred Heart Mission, Okla. Ter. St. Benedict Indian Industrial boarding school, Pottowotamie Indian boys; also, St. Mary's boarding school for Pottowotamie girls, conducted by Sisters of Mercy.

It was the Benedictine Fathers who were instrumental in building the two large schools among the Osage Indians, one among the Chickasaws, another among the Comanches and Apaches.

Of schools for the colored pupils there are two. The one at Guthrie, the capital of Oklahoma, is St. Catherine's school, conducted by the Benedictine Sisters, with

an attendance of 165 pupils. So interested and earnest are the colored people that it is said that at this school some of the parents attend regularly with their children. At Langston, O. T., the only distinctively negro town in America, of which the unwritten law when it was founded was "No white man need apply"—is established the second negro school,—Holy Family school, conducted by the Benedictine Sisters. This school was also built by the Benedictines who have been substantially aided in their good work, by a charitable and philanthropic woman, Miss Catherine Drexel, of Philadelphia, who by her work shows that she believes in helping to elevate and enlighten the benighted ones of her own country.

The other Indian schools have been built by Rt. Rev. Bishop Meerschart, of Guthrie.

Of Catholic schools for the whites there are four. At Sacred Heart, O. T., is the Sacred Heart college, conducted by the Benedictine Fathers, St. Mary's academy, conducted by Sisters of Mercy. At Guthrie, O. T., St. Joseph's academy, is conducted by the Benedictine Sisters; at Ardmore is St. Agnes' academy of the Sisters of Mercy, with an attendance of 120 pupils.

To sum up the schools, there are twenty parishes that have schools. The number of white people is 1004; Indians, 604; colored, 275. Total number of young people under Catholic care in Oklahoma and Indian Territory 1883.

In 1875, Rev. Father Isidore Robot came from France



RT. REV. D. FELIX DEGRASSE.

Abbot of Sacred Heart Abbey, Sacred Heart, Oklahoma. Probably there is no one better known or more generally loved throughout the Territory than Father Felix. He has been in Oklahoma for many years.

to America, and stopped in Atoka, I. T., for one year. He then in 1876, selected the place where now stands the abbey, college and convent of Sacred Heart, O. T., which was built by him in 1877—1881.

In the spring of '77 there came from France a number of recruits, among them Rt. Rev. D. Felix DeGrasse, to help Father Robot in his self-sacrificing work among the Indians. For twenty-two years, "Father Felix," as he is fondly called, has been laboring for the education and advancement of the Indians. The results show that his work has been gloriously crowned with success. That he has endeared himself to the hearts of these people is shown in many ways. He is Abbot of the Sacred Heart abbey, and president of the Sacred Heart college, a particularly well-equipped place for the training of young men. This institution was incorporated in 1895, by the legislature of Oklahoma, and is empowered to confer the usual degrees. The location is delightful and the college seems to possess all the attractions dear to the heart of a young man. There are literary societies, a brass band, orchestra, base-ball team, etc. On their calendar is given Washington's

birthday and Memorial day, as well as St. Patrick's and St. Benedict's days. Besides this college for white boys, which is adjoining the abbey, they have within the Monastery a religious seminary in which young religious clerics are educated in philosophy and theology for the priesthood. The opinion of these Fathers, who have worked so long and faithfully among the Indians is, that industrial education as a means of civilizing and elevating the savage has ceased to be an experiment. The efforts in this direction furnish a striking proof of the natural aptitude and capacity of the rudest savage of the plains for mechanical, scientific, industrial, and moral education, when removed from parental and tribal surroundings and influences. Experience has shown that Indian children do not differ from white children of similar status and surroundings in aptitude or capacity for acquiring knowledge; and opposition or indifference to education on the part of parents decreases yearly, so that the question of Indian education has resolved itself mainly into a question of school facilities.

The American people were not educated in a day, and it need not be expected that the Indian will be. The



Group of Pottawatomie Boys of Sacred Heart Industrial Indian School.

ideal Indian is dead, but the true Indian is living, and slowly, very slowly, but none the less surely, progressing. The popular opinion in the East, that "The only good Indian is a dead one," is, we trust, gradually giving way. The Indian's foe will soon be ready to accept facts as they are and to lay aside all legends and traditions. It is now universally admitted that he is a man. The answer to the "Indian Question," must be a broad one. It might extend from the Atlantic to the Pacific and from Canada to the Gulf of Mexico and include all the rights and privileges which are now accorded to white men within these boundaries.

Gradually sectionalism and race prejudice are giving way before the just and liberal ideas which people seem so ready to accept. Whatever injustice and wrong the white people have inflicted upon the Indian, certain it is, every effort is now being made for their advancement. To join in the elevation of a race is now the privilege of all those who are working among the Indians. We think it prophetic that,

"Those who toil bravely are strongest,
The humble and poor become great,
And from these brown-handed children
Shall grow mighty rulers of state."

"The pen of the statesman and author,
The noble and wise of the land,
The chisel, the sword, and the palette
Shall be held in the little brown hand."

This number of THE SCHOOL JOURNAL will be read by many who are not regular subscribers. The subscription price is \$2.00 a year for fifty numbers. Address E. L. Kellogg & Co., 61 East 9th St., New York, or 267 Wabash Avenue, Chicago.

The Study of English Prose Classics As a Means of Rhetorical Training.

By J. SCOTT CLARK, LITT. D., Northwestern University.

How may an ordinary student in an American college or high school so study our English prose classics as to obtain positive, specific results in the way of improving his own style? We assume that the student has already had a thoro preliminary rhetorical training. He has learned to avoid the ordinary violations of clearness, force, precision, purity, etc. How, then, shall he so study the works of the master-writers as to cultivate the higher graces and powers of expression?

Manner, not Matter.

That the use of the ordinary text-books in the science of rhetoric is fruitless and is therefore a waste of the pupil's time, is a proposition to which most teachers of college English will give ready assent. Neither does the plan of reading editions of the master-writers "with notes," as now generally practiced, give very satisfactory rhetorical results. I maintain that the primary, almost the sole, business of the teacher of English composition concerns manner and not matter. Let me fortify this position by quoting high authority. Perhaps no writer on the science of pedagogics commands more respect than does Alexander Bain. In his work on "Education as a Science," Bain writes as follows concerning the study of English: "A portion of Bacon, of Addison, of Burke, of Macaulay, may be a knowledge lesson or it may be a language lesson. . . . The English teacher should have nothing to do with the matter except in relation to the manner. He may read with his pupils Burke on the French Revolution; but he should not trouble them with the political thoughts but only with the conduct and method of the exposition—with the sentences, the paragraphs, the illustrations, the figures, the diction.

. . . It is his business to indicate important peculiarities in the handling—what to imitate and what to avoid in the one or in the other. . . . It is not his business to teach political philosophy; and if it were, a much better hand-book could be found for beginners in that subject."

Annotated Edition.

"Now, how far does the reading of the prevalent annotated editions comply with these limitations as laid down by Professor Bain? I take at random ten of these annotated volumes, each issued by a reputable publisher, each annotated by an instructor in some one of our great universities, and each now in very general use. Almost the entire body of the appended notes may be included under three heads: first, the exposition of historical, geographical, or literary references; second, definitions of words used in the text; third, the quotation of parallel passages from other eminent writers. To a greater or less degree, these notes contain, also, ingenious surmises as to the probable reason of the author under consideration for using the existing verbal forms or as to the way in which the author's thought was probably suggested. Some of the ingenious puzzles of this kind that have been soberly submitted even to high school pupils are as absurd as they are marvelous.

Prevalent Methods.

I do not deny that such notes are helpful in a way. They may aid the pupil to acquire the habit of reading intelligently. And yet, tested by the sound educational maxim that nothing should be done for a pupil that he can well do for himself, their helpfulness is of doubtful value. At least two-thirds of the notes are really crutches, doing for the pupil what he ought early to have acquired the habit of doing for himself. And certainly no amount of information about the related history, geography, and literature, as found in the notes, can have much effect on the pupil's own power of expression. In other words, however valuable or valueless may be the prevalent method of using annotated editions as a study of literature, it is certainly of very slight value as a part of one's

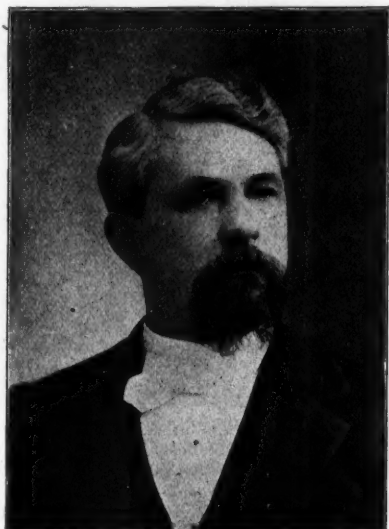
rhetorical training. If this method of studying a masterpiece affects a student's vocabulary at all, the influence is as slight as it is unrecognized. And here let me quote another high authority. In his admirable little book entitled "The Principles of Success in Literature," the English philosopher, George Henry Lewes, says: "The study of the great writers should be the study of general principles as illustrated or revealed in those writers."

What we may learn from them is a nice discrimination of the symbols which intelligently express shades of meaning and kindle emotions." Now I submit that no amount of explanation of historical, geographical, or literary reference; no amount of quotation of parallel passages, and no amount of guessing as to the motives of the given author for using certain forms, does or can give to the pupil, in any satisfactory degree, that "nice discrimination of symbols" of which Lewes speaks.

Admitting, then, that the prevalent method of studying the English classics is unsatisfactory, let us begin our search for a better method by inquiring what results a student ought fairly to expect and to obtain from the study of the great writers.

An Enlarged Vocabulary.

First, I conceive, he should enlarge his own vocabulary. Our newest dictionaries define nearly 300,000 words; yet, as we all know, the percentage of these used in writing or speaking by even the most highly educated



Pres. A. R. TAYLOR, State Normal School, Emporia, Kansas.
President of the National Council of Education, 1898-99.

persons is very small. Shakespeare used only 15,000 and Milton 8,000; the King James version of the Old Testament has less than 6,000 words, while Max Müller assures us that "a well-educated person who has been at a public school in England and at an English university, who reads his Bible and his Shakespeare and all the books in Mudie's library—that is, nineteen-twentieths of all the books published in England, seldom uses more than three or four thousand words in conversation." It is a truism among rhetoricians that if the ordinary man, even of liberal education, could see a printed list of the words to whose use he confines himself, he would be amazed at the brevity of the list. I maintain that the best way to enlarge this list is thru a wise study of English and American classics.

Accuracy and Delicacy in Use of Words.

The end second in importance to be gained by such a study is increased accuracy and delicacy in the use of words. Not to mention the ordinary barbarous misuse of such words as "nice," "lovely," "awful," "grand," and "splendid," the student of an English classic should get from his work a good start in that life-long struggle after precision which is at once the despair and the glory of every great writer.

Pure Diction.

Third, the student of a masterpiece should gain an impression of the value of a pure Anglo-Saxon diction such as he can never obtain from reading general statements or statistics. By wisely scanning the pages of Bunyan, Defoe, and the rest, he should discern the real effectiveness of the "short crisp word."

Good Idiom.

Fourth, the young writer should obtain from his study of a masterpiece an enlarged conception of the value of idiomatic construction. It is a fact well-known to teachers of English composition that the beginner is often afraid of a good, homely idiom. He prefers to use big words and homely constructions. He confounds idiom with colloquialism, provincialism, and slang. Instead of saying that his hero went to bed he tells us that he "retired." Instead of writing that the old house was burning up, he writes, "the venerable family mansion was wrapped in the devouring element." Just as with the Saxon feature of our language, it is not enough to give to the pupil the general principle that idiomatic English is the best English. He must learn for himself, by closely and continuously observing the diction of the masters, how these peculiar idiomatic forms—often in defiance of formal grammar and logic—give pith and character to the sentence. He must repeatedly test idiomatic values by recasting sentences and noting the effect of substituting more formal expressions for the idioms.

Chaste Imagery.

Fifth, the student of an English classic should gain a keen appreciation of the effect of rhetorical imagery when wisely used. He is supposed, in his preliminary work, to have learned readily to recognize the ordinary figures of speech and thought and to construct illustrations of the various figures for himself. But he must go farther. He must see and feel the delicate shading given to an English classic by the prevalence, the sparsity, or the peculiar use of imagery. He must observe the effect of reducing various figurative passages to bald literal statement; he must discover the favorite figure of the writer under consideration; and he must gain, by a wise, critical observation, such a view of imagery as no formal elementary drill can give.

Study of Structure.

Sixth, the student of an English classic should learn, by direct observation, the respective values of loose and periodic structure and the peculiar relative effect of each in a paragraph. He should note the result of changing loose to periodic construction and the reverse. He should see how a master like DeQuincey can digress widely from the main proposition without ever losing the thread of thought, and how writers like Bacon and Emerson sacrifice suspense to terseness.

Epigram, Balance, and Point.

Seventh, the student should discover, in his reading, the value of epigram, balance, and point. He should see what quality it is, more than any other, that gives to Macaulay's prose its incomparable brilliancy—what Minto calls "The rattling fireworks of Macaulay's style"—and the student should perceive the dangers and the limitations of this literary device as well as its values, testing again by recasting the diction of the masterpiece into balder forms and noting the effect.

Unity.

Eighth, the student should learn from his use of an English classic the value of smoothness—unity—that essential element of any good style, which the young writer is always so slow to acquire. He must not only discover that the paragraphs of Lamb and Irving and Arnold are free from the jerkiness that mars his own undergraduate essays; he must see how these masters of style gain their smoothness. He must note the great variety of their connectives, and the skill with which

inversions and other connecting forms are interwoven with the general diction.

Simplicity.

Ninth, the student must learn the value of simplicity in both diction and construction. He must see how and why it is that even an ordinary reader seldom needs to go over one of Thackeray's, or Macaulay's, or Hawthorne's paragraphs a second time, to get the full meaning. He must learn, by direct observation of the text, why the "Vicar of Wakefield" has attained its splendid immortality.

Rhythm.

Finally, the student of an English classic should learn by his work something of that subtle, almost indefinable, quality that we call rhythm—that element that forms so large a part in all true eloquence. His soul must feel the thrill produced by the organ tones of Milton and Burke and Ruskin. And, so far as may be, he must learn by what means these wondrous effects are produced.

These ten results, then, should be obtained by any fruitful method of studying the English classics:—an enlarged vocabulary; increased accuracy in the use of words; and a living knowledge of the value of Saxon diction, idiom, point, suspense, chaste imagery, simplicity, smoothness, and rhythm. It is not asserted that these ten points exhaust the list of uniform results that are desirable; I simply maintain that no method of studying an English classic is or can be satisfactory that does not secure at least these ten results to the student.

The Soul of the Writer.

So far, in outlining a better method for the study of English classics, we have dealt solely with the mechanics of style. But, above and beyond all this, the student should discover the soul of the great writer in his pages. I doubt whether the teacher of English criticism has ever been furnished with a better text for his work than the one given by that prince of critics, Leslie Stephen, when he says: "The whole art of criticism consists in learning to know the human being who is partially revealed to us in his written and spoken words."

Style.

Of English and American prose writers at least twenty-six are generally recognized as belonging to the first rank; and a consensus of the best critical opinion gives the same rank to nearly an equal number of poets. Now, what are the particular characteristics of each of these fifty or more great writers that distinguish his style from that of the other forty-nine? Of course, I use the word *style* here in its broadest sense. The style is and *must* be the man.

I maintain that any satisfactory method of studying the English classics should give to the student, such a clear conception of these distinguishing characteristics that he will easily recognize the style of any writer whom he has studied without reference to the subject-matter. That is to say, that if an examiner were to select, from any writer studied, any five fairly representative paragraphs, and if he were carefully to eliminate all page and chapter titles and all passages or expressions where the subject-matter would indicate the authorship, then an ordinary student if he have studied the style of the writer after a wise method, should be able to recognize the author of the selected paragraphs simply by the style. I am aware that this sounds like a very severe test; but my experience is that seventy-five per cent. of a class of college juniors will so recognize every writer represented in the examination paper, while not above five per cent. will fail to recognize at least three-fourths of the writers represented; and I have tested this plan of examination for ten years.

The Laboratory Method.

In naming the results, that in my judgment, ought to be obtained from any satisfactory method of studying the English classics I have gone far toward a description of the method here proposed. But before completing the presentation, let us consider certain preliminary essentials. The method proposed in this paper may

fairly be called a laboratory method,—a plan of studying the *thing itself* and not merely what some one has written *about* it. Now, in order to follow a laboratory method, one must have, if not a laboratory, at least some laboratory materials. If all the different members of a high school or college class are to study a certain author at the same time, each must have in his possession at least a part of the works of that author. It is obviously unreasonable to expect every student to supply himself with the complete works of every author or even with a twelvemo volume by every author; for it is desirable, I believe, that the pupil analyze the style of many writers of the first class. No broad rhetorical training is to be obtained by the intensive method—confining the attention to the style of one or two great writers. Moreover, the ordinary books of "selections" are utterly worthless as laboratory material; for the selected passages are necessarily so short that it is the old story of trying to gain an idea of the Atlantic by gazing on a well-corked bottle of sea-water. It would seem fair to demand that equally liberal provision of laboratory material be made for the department of English with that



MISS BETTIE A. DUTTON.
Secretary of the National Council of Education.

made for physics, chemistry, or biology. But in the present state of educational enlightenment on the part of school and college trustee boards, this is a consummation not to be expected.

Supply of Laboratory.

It is hardly an exaggeration to say that it is easier to-day to get a thousand dollars worth of supplies for any scientific department than it is to get ten dollars worth for the English department. But here history is merely repeating itself. Forty years ago the teacher of chemistry who was so progressive as to insist on a laboratory method for his pupils, was compelled, almost literally, to make a whistle out of a pig's tail. And so it is now with teaching advanced classes in English. The teacher who would use improved methods must pay the uniform penalty of all progress, and must largely manufacture his own tools. As the years passed on, and as live teachers of science came more and more to insist on the provision of laboratory materials and equipment, the official mind became gradually educated in this direction; so that now no scientific department can command respect for a moment unless it be fairly provided with laboratory facilities. So, I believe, it will be with the teaching of English, if not with that of other modern languages as well. I predict, that, within thirty years, the departments of rhetoric, English literature and the English language, in our best universities, will be equipped with duplicate volumes of the complete works of all the

great English writers in sufficient number to supply an ordinary class or with some effective and satisfactory substitute for such duplicate volumes. For such volumes are really just as necessary to the teacher of English for his best work as are his reagents to the teacher of chemistry.

But, in the words of Grover Cleveland, "It is a condition and not a theory that confronts us." Under existing conditions, what can a teacher do toward supplying this need of laboratory material for the study of the English classics?

The Circulating Plan.

Three plans, of varying value, are feasible. First, each member of a class may buy the complete works of a different writer, duplicating according to the size of the class and the number of writers studied; and these books may pass in rotation about the class from week to week, nearly every member studying a different writer on a given day. The advantage of this plan is that it gives to the student a broader view of the writer's style than can be obtained by examining any short selection. Its great and almost fatal disadvantage is that, as nearly every member of the class is studying a different writer at a given time, all the value of concentrated attention on a single theme in the classroom is lost.

Inexpensive Laboratory Material.

The second plan of providing laboratory material consists in using cheap editions of single works, such as those published by Cassell in his "National Library," or in using extensive extracts from single works. Such volumes, containing each about two hundred pages of clear type, may be obtained in quantity for from eight to twelve cents apiece—that is, for all the prose writers and for several of the poets. So that, if every member of a class were to devote two or three years to the study of fifty writers, his expenditures for laboratory material during the whole period would not exceed, perhaps, eight dollars. Let every member of a class, then, obtain such a selection from the works of every author to be studied during a given term or semester. Divide every book into sections of about forty pages each, and assign the sections wisely, so far as possible, giving different sections to known cronies or room-mates, in order to remove the temptation to "ride," if I may be pardoned in the use of a bit of college slang. This plan of providing laboratory material has two disadvantages: first, no single work of a great writer gives a sufficiently broad view of his style to be entirely satisfactory. For example, the epigram that adds such brilliancy to Goldsmith's plays and essays, is not to be found in the "Vicar of Wakefield;" while the grace and the delicate imagery of the "Vicar" are not to be found in the plays or the essays. Again, Johnson's "Rasselas" abounds in the Latinized diction that has given us the adjective "Johnsonese;" but, as Minto has so clearly shown, the "Lives of the Poets" have even a less percentage of Latin words than is found in the works of many writers never charged with using a Latinized diction. The second disadvantage of this plan is, that the necessity of assigning the same section of an author's work to several individuals in a large class, tends to produce monotony in the recitation work, while the temptation thus offered toward borrowing and "riding" cannot be entirely removed even by the most watchful teacher. But, in spite of these two objections, this is the plan of providing laboratory material most feasible in ordinary cases. Neither can it be regarded as seriously objectionable. I used this plan for seven years in my own classes, and the results obtained were fairly satisfactory—certainly vastly better than I was ever able to obtain by a faithful use of the old methods of studying the English classics or by using text-books in advanced rhetoric.

An Effective Plan.

The third plan of providing laboratory material is nearly ideal in effect; but it involves a financial risk on the part of the teacher and an amount of preliminary work that is not, perhaps, to be expected in all cases.

Suppose, for illustration, that the teacher's maximum class, from year to year, consists of about fifty members; and suppose that he wishes his pupils to study the works of twenty-six prose authors. Let him personally buy the works of these authors in sufficient duplicate to make a total of about 2,000 pages for each. Then let him ruthlessly remove the bindings from all these books and separate the works of each author into sections of about forty pages each, varying the sections so far as may be necessary in order to make each begin with the beginning of a chapter or with a new paragraph. He will then have twenty-six piles of fifty sections each. Now let him make fifty new piles by putting into each one section from each of the original twenty-six piles, placing before each section a new sheet bearing the name of the author from whose works the succeeding forty pages, more or less, are taken, and arranging the sections according to the chronology of the writer concerned. Then let him have each of these fifty new piles bound into a volume in a most durable manner consistent with moderate cost, and let each volume be marked on the back with a different number from 1 to 50.

Suppose, now, that the writer to be studied by the class on a given day, or series of days is Macaulay. It will readily be seen that, while the class as a whole, have before them the entire prose works of Macaulay, thus gaining a very broad view of his style, the cases of duplicated sections will be so few as to afford no serious objection. Of course, if the class be larger or smaller than fifty members, the number of pages originally selected for division may be varied accordingly. For a small class the teacher would, of course, select from a voluminous writer only his most representative works. I suppose that these books now belong to the teacher. For the present, a small fee is paid to the teacher by every student as rental for the use of the book, the student first signing a formal agreement not to soil or mark the book in any way and to return it at a given date in as good condition as is consistent with reasonable wear. In the good time coming such books will be provided and owned by the school, and the student who takes English will pay to the treasurer a fee for laboratory material just as he who takes chemistry now pays a laboratory fee.

Results of a Trial.

In the winter of 1895-6 I prepared 110 such books, eighty for my classes in prose and thirty for my classes in poetry. For binding I used strong gray duck canvas. The total cost, not counting my own labor, was about two dollars a volume. I have now used the books with three successive classes, and have received a fee of fifty cents for the use of each book each year. That is to say, I have received three-fourths of my money back, and the books are good for two or three years more, with some expenditure for rebinding. The results obtained with this form of laboratory material have been so satisfactory that if necessary I would willingly again incur the financial risk and the labor rather than do without the books.

The Method Explained.

Having now outlined the results fairly to be demanded of any satisfactory method of studying the English classics, and having suggested practicable means of providing laboratory material, let me briefly complete the explanation of a method of studying the English classics as a means of rhetorical training, that I have found most satisfactory.

For brevity and clearness of illustration, let us assume that the persons who read this paper constitute a class studying English prose writers. And let us assume that, for the next two or more recitations, we are to study Francis Bacon. Each one of you has in his or her hands either a book such as I have just been describing, or, more probably, a small book like that of Cassell's edition of Bacon's "Essays." To each of you has been assigned a section of forty pages or thereabouts. Each has also

been provided with a syllabus, giving a careful analysis of Bacon's style and manner, with each of his particular distinguishing characteristics clearly defined, numbered consecutively, and clearly illustrated by one or more quotations from his works. You are to prepare and bring to the class-room a written report in the following manner, using uniform paper, to facilitate filing:—

First, read carefully the pages of Bacon's "Essays" assigned to you, and note carefully every word you meet that impresses you as not in ordinary conversational use, especially such words as you are conscious do not belong to your own vocabulary. Ignore words that are unduly long, very rare, or obsolescent, but include every term desirable for your own use. If the book is your own underscore such words as you read. Otherwise jot them down on "scratch" paper. After reading your section thus, select from your list of uncommon words the best ten cases, and record these in your class report opposite the number 1.

In the second place, as you read, observe and underscore or note down every case you meet of a word used with a especial delicacy or accuracy, and then record in your class report opposite the number 2, the best five cases found of such accurate use.

Third, record in your class report, opposite the number 3, the approximate percentage of Saxon words found in your section, determining the same in the following manner:—Take at random any full page in your section, count every word thereon, and place the result as the denominator of a fraction. Now, count every word on the same page that is obviously *not* derived from a Greek or Latin source, and place this result as a numerator. Reduce the fraction thus obtained to the form of a decimal, and you have the approximate percentage of non-classical or Saxon words in the writer's vocabulary as represented on that page. By combining in the class-room the various percentages thus found by different members of the class, a very close estimate is obtained.

Fourth, observe every clear case of English idiom found in your section, and record in your class report, opposite the number 4, the best five cases found.

Fifth, observe and mentally define every case of rhetorical imagery found, and record in your class report, opposite the number 5, the pages and lines where the best five cases appear.

Sixth, observe every marked case of suspense or of loose construction, and index in your report, opposite the number 6, the pages and lines where the five most striking cases appear.

Seventh, observe and index, opposite the number 7, the best five cases of epigram, balance, or point.

Eighth, observe and index, opposite the number 8, the best five cases found of smoothness in the connection of paragraphs or sentences.

Ninth, index, opposite the number 9, the best five cases found of simplicity.

Tenth, observe and index, opposite the number 10, the best five cases found of rhythm.

Of course, the number of cases called for in your class report is arbitrary. In practical work I have found that five cases of each except the first are amply sufficient—perhaps more than sufficient.

Now, having covered the general features common to every author, review your reading with a view to illustrate the particular, distinguishing characteristics of the author under consideration (apart from his diction) as enumerated in your syllabus. Remember, we are studying Francis Bacon. Suppose the first distinguishing characteristic named in your syllabus is Bacon's remarkable conciseness. Reviewing the section of his prose in your hands, you are to index in your class report the pages and lines where appear the best illustrations of his conciseness that you have found. In the same way you are to observe and index the best illustrations of Bacon's clear analysis and arrangement and of every other characteristic, named in your syllabus, that gives the stamp of individuality to Bacon's style. If you find in

your section no clear illustration of certain characteristics, you are encouraged to use any time that you may have in finding such illustrations elsewhere in Bacon's works. Finally, you are to copy in your class report the finest and most quotable short expressions found in your assigned section—those "illuminating words" that you will often, in after life, find so very valuable as means "to point a moral or adorn a tale," and the ready command of which is one of the surest marks of high literary culture.

In illustrating the method of preparation on Bacon I have illustrated it for all prose writers. The method with the poets is identical except that, in place of the tenth general feature—the observation of rhythm—you would be asked to observe and record the different meters employed in your section of the poet's pages.

Time Required for Study.

The preparation of such a report as I have described, on a given writer, will require, by an ordinary undergraduate, from five to six hours of faithful work. That is, it will be enough to entitle him to two, perhaps three, hours of weekly college credit. But the work may be divided between any number of recitations according to varying circumstances.

The recitation hour is devoted to a comparison of the various reports—emphasizing the finest illustrations of the ten general features—to reading the best illustrations of the particular characteristics and the best quotations, and to that lively and mutually helpful discussion that such a manner of preparation always arouses. As he reads before the class the lists of rare words given in the different reports, the instructor selects the best cases presented from each author; and, as often as may be thereafter, the student is required to compose original sentences, using these selected words accurately. It is reasonable to expect that, by thus selecting, repeating, and himself originally using such words, the student will acquire most of them as permanent acquisitions to his own vocabulary, to be used again as occasion may require or association suggest.

Results.

I have explained, in part, the method of examination employed to test results. But, unless the student gets from the study of an English classic certain results too valuable and too subtle to permit of submission to the judgment of that great examination god whom we all devoutly worship, more or less; I say that, unless the results are such that no examination can fully test them, the method of study has been a failure. Perhaps the best definition of education ever given is, that it consists in the development of wise mental habits. A satisfactory method of studying an English classic should develop in the student a habit of reading whatever he reads with wise critical insight. It should inspire in his soul a noble hunger after the best things in literature. It should make him unwilling to waste time over trashy reading. It should develop a taste that will be to him a perpetual source of joy. My experience has been that the method here outlined *does* tend to produce these results; and these cannot be tested by any form of examination.

The Method of the Near Future.

The method here presented is an evolution; it is a true case of "the survival of the fittest" after testing and rejecting many plans. I have tested it in the class-room daily for eleven years. That the method thus evolved is ideal, I do not assert. But of one thing I am convinced; *some* laboratory method—that is, some truly scientific method—of studying English classics is sure to be generally adopted in the near future.

The impetus toward such a method in all departments of study is already too strong to be long resisted by those easy-going teachers who rest seemingly satisfied with the old and fruitless methods. What I may call the new English Revolution is, like that American one foreseen by the great Virginia yeoman, "inevitable." And, with the immortal Patrick, "I repeat it, sir, let it come."



W. D. Hays

The Making and Sale of Text-Books.



The Entrance.

in the typography, illustration, printing, and binding of school-books, in order that they may be perfect to the last detail and uniform in quality in successive editions? All of these matters and many others would be forced upon your attention in a very striking way by a visit to the publication office of a large school-book house.

There are in the United States upwards of 150 educational publishers employing a good sized army of men. The field covered is immense. The character of the work and the associations are such as to bring into the business men of distinguished ability and character. These houses differ among themselves in their aims and purposes, some striving to supply here and there a corner of the educational field; others making the publication of school-books a mere incident to the general publishing business, their main efforts being directed to the bringing forth of works of general literature; while still a third class endeavors to supply every demand of every school from the lowest to the highest.

Education is becoming our national hobby and books are the tools with which education works. The greater the interest in the school the better must be the implements employed. Thus it happens that never before in the history of the country were school-books or school-book publishers so numerous as now, and never before have text-books reached the high degree of excellence which can be found in the texts of the best class of the present day.

The American Book Company.

Among our text-book publishers the American Book Company stands easily first, by reason of the volume of

Did you ever stop to think what an important business this of getting out text-books for schools has grown to be? How much care must be exercised in selecting the author? With what scrutiny the manuscript must be read, re-read, revised, and corrected alike by proof-readers, advisors, and authors? And what an infinity of detail is involved

its business and the character of its production. No firm in the world is more aggressive in its policy of expansion. In a clean, business-like way the A. B. C. is gaining every year a larger and larger share of the educational business of the country. Its books are everywhere to be found, nowhere to seek.

The very energy with which the company prosecutes its business has sometimes been misconstrued. Often you will hear the concern referred to as a trust. No designation could be more inaccurate. The company was formed several years ago by the purchase of the school publications of several firms, but such purchase does not constitute a trust. A trust implies the agreement of all or nearly all the manufacturers of a certain line of goods to maintain a certain scale of prices and to check outside competition. Among the hundred and fifty text-book firms there is no such agreement; nor, so far as the American Book Company is concerned, is there likely to be. In a fair field, with numerous entries, the concern has come to the front. It does not seek to evade competition; it rather welcomes it. There is, as everybody knows, most intense, and not always good-natured, rivalry among the publishing

houses for the possession of certain points of vantage. This rivalry the American Book Company believes to be healthy and productive of great educational advance. They see no advantage in pooling issues with any other firm or firms. They believe that competition is the life of trade. They stand for everything that the trust is not.

Its History and Methods.

A little inquiry into the history, personnel, and methods of the American Book Company will reveal the secret of its rapid growth. It holds

possession of the largest share of the business of the country because it serves the public best. Formed in 1890 by the purchase from several of the largest houses of the school-books which were then the recognized leaders in the principal lines of study, it has steadily increased the number of its publications, retiring the older and substituting the newer as rapidly as educational needs and public demands would permit. The company is never satisfied with existing books so long as better ones can be obtained.

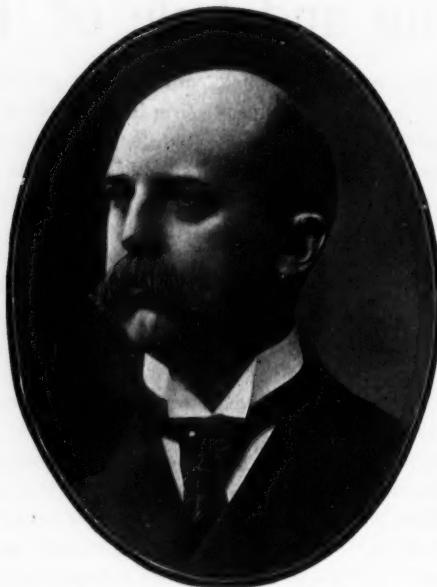
First among text-book people this company recognized



University Building, Washington Square, New York, the Headquarters of the American Book Company.



Gen. Alfred C. Barnes, Vice-President.



Harry T. Ambrose, President.



Gilman H. Tucker, Secretary.

the varying needs of different localities. The United States is a big country. A line of books that will be successful in New England may be entirely unsuited to the needs of the South. Most publishing houses get out books prepared by the educational leaders of a single section of the country or of a single stratum of society. Anything outside a certain groove they will not handle. The American Book Company are publishers by appointment to the whole American people.

They try to keep in touch with all sections and with all classes of educational people. They draw their authors from every quarter of the country and in passing judgment upon a book submitted they are not influenced by the presence or absence of a certain university hall-mark. If the book is one that will supply an educational demand anywhere they bring it out and make it known to every important school official or teacher to whom it is likely to appeal. It is interesting in examining the catalog of their publications to note the number of young teachers whose books the company has brought out.

In the upbuilding of such a concern as the American Book Company, mind is the dominant factor.

The creative energy of the directors of such an organization is mainly responsible for its success.

A brief personal account of the men who have made the American Book Company great may therefore be interesting. To them is due the credit, not only of developing their own concern, but of raising the entire educational standard of the country.

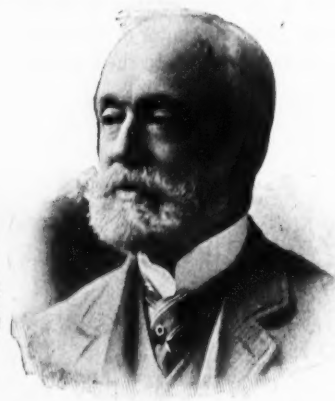
Officers of the Company.

Mr. Harry T. Ambrose, president of the company, is a native of Kentucky, who

got his early training in Cincinnati. Entering the publishing business in 1867, with the firm of Wilson, Hinkle & Company, he was in 1877, taken in as a member of the newly organized firm of Van Antwerp, Bragg & Company, and on him for many years rested the responsibilities inseparable from the financial conduct of a large commercial enterprise. When the American Book Company was organized, Mr. Ambrose was elected treasurer of the new concern. His administration of its finances was marked by a wise, safe, and conservative policy, and the stability of the company and its high standing in the commercial world owe much to his judgment and foresight. In 1896, Mr. Ambrose succeeded Mr. Ivison as



Charles P. Batt, Treasurer.



Henry H. Vail, Chief Editorial Department.



The Salesroom, first floor.



Part of the Correspondence Department.



The Editorial Department, second floor.

president of the company and became its executive head. On him rests the responsibility of the general conduct of the affairs of the company in all its branches and departments. His comprehensive knowledge of the business as well as his acquaintance with its details make his judgments wise and discriminating and his decisions sound and enlightened.

Gen. Alfred C. Barnes, the eldest son of the late A. S. Barnes, founder of the publishing house of A. S. Barnes & Company, is the vice-president and head of the manufacturing department. He was educated in the Brooklyn Polytechnic institute and entered his father's business on completing his scholastic education, and has been engaged constantly in the publication of school books. He became a member of the firm in 1865 and its head on the death of his father in 1888. He served in the Civil war, is a member of the G. A. R., was colonel of the Thirteenth regiment N. G., N. Y., and was made brigadier-general in 1880. He has always been a man of affairs and interested in education. He was elected president of the Brooklyn library, trustee of the Adelphi academy and also of the Polytechnic institute, and has for some years been trustee of Cornell university. He was one of the board of trustees of the great Brooklyn bridge for twelve years by successive and unsolicited reappointment, and his public service in this capacity covered most of the important period during which the bridge was under construction. He founded the Astor Place Bank in 1891 and has always been its president. He was founder and first president of the Oxford club, Brooklyn, and was at one time president of

The Aldine, New York, a well known club of publishers and authors. The widely-used and popular "Barnes's Series" of text-books were projected by Gen. Barnes. Notwithstanding his active business career, Gen. Barnes has found time for very extensive travel and has visited practically all the noted places of interest in the world.

Mr. Gilman H. Tucker, is a native of



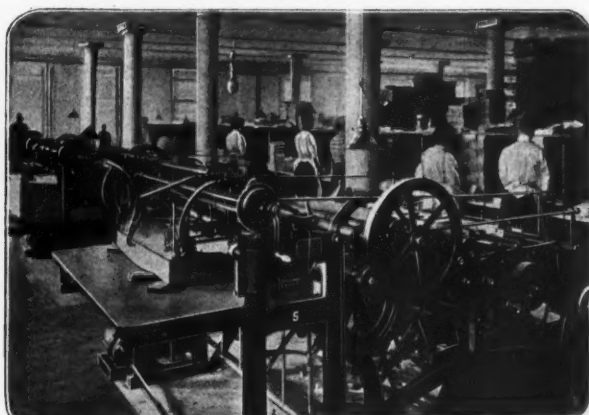
Editorial Library.

New Hampshire. His record bears a close resemblance to that of so many other New England boys. He was educated at Phillips Andover academy and Dartmouth college. After experience as a teacher he entered the school book business thru the familiar channel of the agency department and was for many years New England agent of Charles Scribner's Sons, and, afterward, educational manager for that firm in New York. He was for a number of years president of the New York Alumni Association of Dartmouth college, and is a well known member of the University, the Nineteenth Century, the Aldine, and other clubs of New York city. He has been secretary of the American Book Company since its formation, and is also chief of the agency department.

Mr. Charles P. Batt, a native of Ohio, entered the employ of Wilson, Hinkle & Co., in 1869, and continued with this firm and its successors until the organization of the American Book Company. He has had experience in the various departments of the business, but since 1877 has been connected with the department of finances and



A Vista in the Great Press Room on the Seventh Floor—a Line of Seventeen Self-Feeding Presses.



A Row of Self-Feeding Book-Folding Machines on the Sixth Floor. ■



Collating the Signatures of Books.



Machines for Sewing the Books after Collating.

accounts. His long familiarity with these important branches made him the natural successor of Mr. Ambrose as treasurer, when the latter became the president.

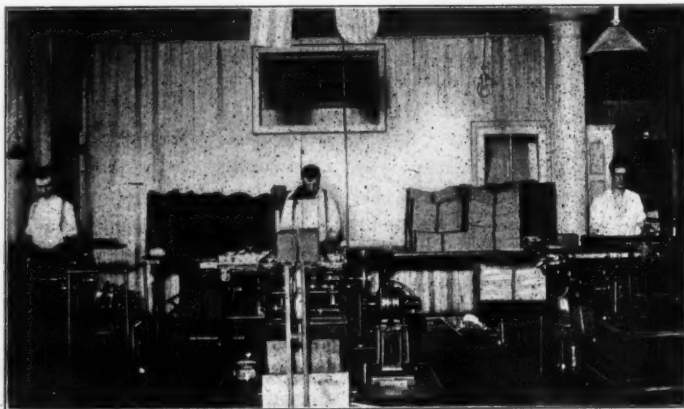
Dr. Henry H. Vail, a native of Vermont, was graduated from Middlebury college in 1860 and entered the profession of teaching, which he followed for twelve years, having experience in several states and in all grades. In 1866 he entered upon what became his life work in the editorial department of the firm of Wilson, Hinkle & Company, in a very few years becoming a member of that firm. He projected and supervised the preparation and publication of the widely known Eclectic Series of school books published by Van Antwerp, Bragg & Company, the successors of Wilson, Hinkle & Company, and on the formation of the American Book Company was elected to the board of directors, of

which he was made chairman, a position he still retains. He has been chief of the editorial department since the organization of the company. Dr. Vail is a member of the University Club, The Colonial, The Aldine (of which he was at one time president), and of other well-known social organizations. In 1896 Dr. Vail's Alma Mater conferred upon him the degree of LL.D., and he is now a member

of the corporation of Middlebury. He has a very extensive private library, is widely read, and has a familiar knowledge of the educational literature of the country.

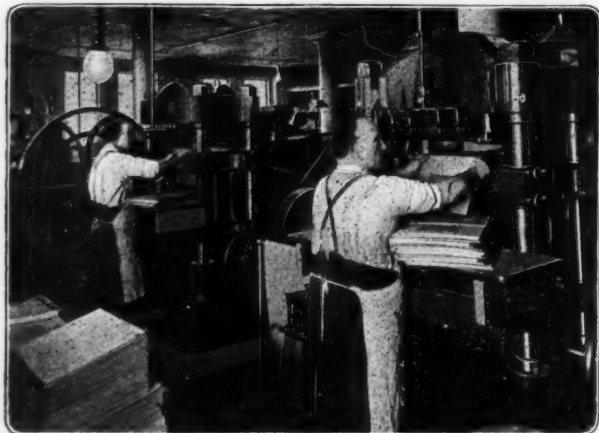
The Large and Convenient Offices.

The commodious offices on the ground floor are remarkable examples of the spirit of orderliness and economy of effort which characterizes the system of the company. While impressive by reason of their bright and roomy appearance, they are not ornate. Whatever dignity they have they gain from their business-like simplicity. They are really a little hive of industry, and everything is so arranged that the work shall go on with the least possible friction. The key of the disposition of the offices lies in their relation to the private office of Mr. Greene, the New

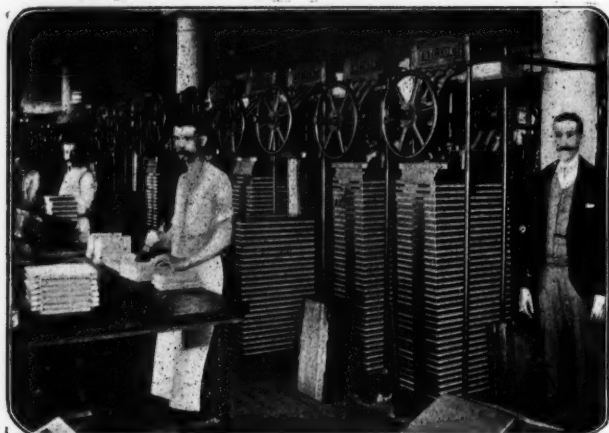


Three wonderful new Case-Making Machines for Making the Covers of Books.

York manager. His room is in the northwest corner of the floor. Directly south are Mr. Leonard E. Riebold, assistant manager, and others with whom he will most frequently be brought into contact. Just beyond them is the department of introductory accounts. Lines of business that are just being opened up require a great deal of the manager's attention; hence the posi-



Stamping the Book Covers.



The Finished Books in the Presses Drying.

tion of the department. After the introductory come the regular accounts which can ordinarily be relied upon to go smoothly without Mr. Greene's intervention. Fin-



William H. Maxwell.



James Baldwin.

ally, at the south end of the floor, is the the shipping department, which runs almost automatically, and needs almost no supervising. Similarly as you go east from Mr. Greene's office, there is a descending scale. The important department of advertising is close to the manager's office. In the center of the room are the desks of the Eastern agents of the company. These men are not regularly in attendance, but make the company's rooms their headquarters.

The Manufacturing Department.

A visit to the manufacturing department over which Gen. Barnes presides is an experience. One runs up against a succession of surprises.

In the first place there is surprise at finding that the entire work of printing and binding is done right in the beautiful University building, in large, clean, well ventilated rooms. Anybody who has been around printing offices knows that they are not ordinarily places of beauty and refinement. There is perhaps only one spot in the world more grimy and untidy than the printing establishment of a city newspaper; that is, of course, the printing establishment of a country newspaper. In the plant of the A. B. C., however, there is no dirt and confusion. The apple-pie neatness of everything is marvelous. The long rooms filled with busy and contented workers, the great piles of familiar friends, the outlook across Washington square to the heights of New Jersey, silhouetted against the western sky—all the external settings of the establishment make a most favorable impression upon the visitor.

Electric Motors.

An interesting point concerning the mechanical equipment of the plant of the American Book Company is the use in every department of electricity. Each machine in the whole building is run by electricity, and in the most economical way possible. That is to say, each machine, wherever placed, has its own electric motor. There is no system of elaborate shafting. If one machine has to be stopped, the machines in its neighborhood go right on; there is no waste of energy.

This system was, when it was introduced several years ago, unique. Since then it has been extensively copied and is destined to come into general use in manufacturing establishments. Its excellence is attested by the fact that several students from the Columbia School of Mines spent upwards of three months in careful study and obser-

vation of the American Book Company's electrical appliances. The results of their observations were embodied in their graduation theses and have been added to the Columbia library.

The Great Pressroom.

The pressroom, filled with huge presses built especially for the company and peculiarly adapted to the exacting work of the best book printing, gives, in a special way, an idea of the magnitude of this business.

Here you stand before a dizzy whirl of colored maps, zipping by you like pelting snowflakes. On tables close by are rows and rows of cuts—wood-engravings, half-tones, electros, zincotypes, and all. The engravers of a city must be kept busy to supply so many. How children would appreciate their text-books if they could spend an afternoon in here where text-books grow! They would wonder at the automatic feeders—the most human machine in the modern printing office. There is something positively uncanny about the little steel fingers that reach down and lift the sheets of paper one by one from a pile, with precisely the movement practiced by the bank clerk as he raises bill from bill.

Along the west side of the room, each in a niche between two windows, are the experts who cut "over-lays" and manipulate with dexterity little less than marvelous the "make-ready" on which depends the niceties of color printing, as in maps, and the artistic values of illustrations. A delicate task is theirs and one requiring good eyesight, good judgment, and good knowledge, as well as artistic sense. The difference between fine printing and ordinary press-work depends in a large degree upon these artist-artisans.

How the Books are Bound.

In the binding-room you can see book-making on a scale unknown to Gravesend or Bennings. Great sheets covered with print and pictures are brought down from upstairs. These are the units out of which a book is made. Some are divided so as to constitute octavos, some as duodecimo volumes, but all must be fed into folders.

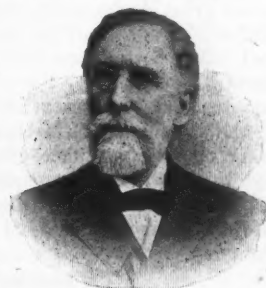
Of course one sheet does not make a book. It contains for the most part only eight or sixteen pages, and when these are properly folded they become, in bookbinders' parlance, a "signature." The task of gathering together or collating these signatures, that when assembled constitute a book, is most interesting. This is one of the few processes not successfully accomplished by



William T. Harris.



E. Oram Lyte.



E. E. White.

machinery. The piles of signatures are arranged consecutively on tables and a girl walks 'round and 'round in this ring of paper and slips one signature from each pile,

one circuit of the ring making a complete book. This process is accomplished almost as rapidly as one can deal cards from a pack.

Once the pages are together the books go to the sew-

books in such places seems as nothing compared with the solid acre or two of American Book Company publications. Perhaps the most surprising thing is the statement that nearly all of these piles will have to be re-



H. C. Tolman.



J. D. Dana.



Geo. P. Fisher.



W. J. Milne.

ing-machines to be stitched. A long line of nimble-fingered girls sit at these curious instruments, which resemble in principle, tho they are far more complicated and elaborate, the domestic sewing-machine of commerce. One is struck by the neat, well-dressed appearance of these operatives and the writer was pleased to observe that each machine in the long line had been decorated by its presiding genius with one or more small American flags.

Once the stitches are in, the book is a book. There remains only to put a cover on it. On the floor below, in a hall redolent with glue, the marriage of the book to its cover takes place. The basic principle of the book cover is a piece of gray cardboard. It is not unattractive. Stacks of them, with the sunlight pouring across, are artistically fine. One of these days, perhaps, there will be a fad for books that show evidences of gray matter.

At present, however, the skilful hand reinforces the skilful machine in the task of backing and covering the cardboard. An expert with the glue pot, a manipulator who could give points to an editor, lays on the leather strip that joins two boards to form the backing of a book. With apparent recklessness he slashes around, but he makes no mistakes, for all his measurements are tested with a gauge. So accurate do the eyes of these men become that the gauge rarely indicates an error.

The Machine for Making Book Covers.

The crowning glory of the establishment is the case-making machine.

The rough boards which form the sides of the cover or "case," as it is known to a bookbinder, are already cut the requisite size and form. These are placed in waiting in two great stacks, at one end of the machine, ready to be clothed. The case of the book is, you know just its overcoat. The bottommost piece from each stack is brought forward, sucked up by the tentacles of weird-looking rotary arms, and an instant later it reappears in the center of the machine just in time to meet its cloth jacket already covered with hot glue, and the two are brought tightly together, the completed case falls into position, the protruding edges are neatly folded in, the back is reinforced by a stay piece, and the book cover is ready for stamping.

The Shipping Department.

Knowledge by the cubic yard is the impressive thing in the shipping department. You have probably seen and marveled at the piles of literature during the holiday season in the department stores—at Wanamaker's, or Siegel-Cooper's, or Jordan & Marsh's. Yet the collection of

newed several times within the twelve-month.

Wandering thru the aisles of text-books one discovers hosts of old friends—Robinson's Arithmetic, Milne's Algebra, Gray's numerous botanical works, and a lot of others. The Natural geographies, the phenomenal successes of the period; cords of beautiful reading books, including great stacks of the almost sumptuous Eclectic School Readings for supplementary use, which are having such a vogue; copy books galore, both slanting and vertical; spellers to meet every wind of educational fancy; school histories—the perennial Barnes's so well known thruout the country, Eggleston's series, McMaster's wonderful book, and many others; works in every department of natural science, the classics, and modern languages, and who shall say how many other subjects? One could spend days among these hills of books; it is hard to tear one's self away.

The Editorial Staff.

Let us turn from books to people. The editorial rooms are well worth looking into. Here are the men who keep closely in touch with the educational current of the country—Dr. Vail and his able corps of assistants of whom the chief is Mr. Russell Hinman, well known as the author of Hinman's Physical Geography, and joint author of Redway and Hinman's Natural Geographies. Here books that the leaders of the profession submit meet

their fate; here all the niceties of editorial supervision are practiced. Nearly all the staff are ex-teachers. In fact the publishing house is becoming more and more a place of promotion for teachers of ability and judgment. The requisitions for such work are sound scholarship, good discernment, culture, appreciation. For good all-round men there is no more attractive field.

The Authors.

A word or two more about the policy of the American Book Company in the selection of its authors. Not only is the endeavor made to represent the whole country geographically, but also to represent the whole country educationally. Nothing is regarded as being out of range. For instance, a considerable demand has grown up of late for oriental works. Not only are grammars and texts of Sanskrit and Zend, and the other eastern languages in requisition, but there is place for books that throw light upon the life and history of the orient. To meet this demand the American Book Company has arranged with Dr. H. C. Tolman (previously associated with Pres. Harper in the authorship of Latin texts), and Dr. J. H. Stevenson to take charge of a complete series of



Albert Harkness.



W. G. Raymond.

works explanatory of the art, culture, and religion of the eastern nations. This will be one of the most complete expositions of orientalism ever attempted.

In general it is the policy of the company to reach out for the new while clinging fast to the old. Among their authors are counted such men as the late Prof. Asa Gray, of Harvard, the eminent botanist, and Prof. Dana, whose work in geology was monumental. Again there is Dr. Emerson E. White, certainly one of the leading authorities of the world in all matters of educational theory and practice. Dr. White's books have had phenomenal success in the past, and the demand for them continues. Of his *School Management* over 150,000 copies have been sold.

These educational classics will not be quickly superseded. It is important, however, that new men, new principles should be developed. The American Book Company believes in new authors, new lines of educational principles. Their recent venture in publishing the Cornell series of mathematical works suggests that. The mathematical department at Cornell has become one of the strongest in the country and its strong points are now for the first time brought to the notice of the schools.

A survey of the list of authors will reveal many interesting facts. It will easily be seen that the American Book Company is giving great attention to the matter of securing good literature in their text-books. This appears especially in the books for supplementary reading. Among the authors represented are James Baldwin, most delightful of story tellers; Edward Eggleston, the Hoosier novelist and historian; Frank G. Carpenter, well known as artist, naturalist, newspaper man, and story-writer; Joel Chandler Harris, whose Uncle Remus is a classic in every civilized land; W. D. Howells, easily the first American novelist. It is a great achievement to get such men into the work of preparing educational books.

In Touch with Educational Progress.

How important it is that the workers in the editorial department shall be thoroly in touch with the educational world is shown by the fact that in all publishing houses the books that succeed are always in the minority, but the enterprising publisher must test his public after the issuance of a book and not before. The measure of his success depends upon his knowledge of current educational methods, the extent of the demand for a book on a given subject, and the availability of the book submitted in manuscript to meet this demand. With the best available skill, talent, and natural aptitude, only a comparatively small number of books published can be relied on to pay a respectable profit.

Oftentimes a book which comes well recommended by the name of its author and by the apparent interest of its contents, and indorsed by specialists who have carefully examined the manuscript, proves to be a dead loss. Such a multiplicity of considerations affect the chances of any good publication that it is impossible to predict

with certainty the success of any given book. This fact has a significant bearing on various attempts that have been made from time to time at state publication of text-books for schools. States move slowly. Legislatures cannot reach quick conclusions, nor are they fitted by experience or training to judge of manuscripts or authors. The consequence has been that books created by legislative fiat have always proven either inadequate or totally unfitted for the use for which they were intended; yet the state has

found itself saddled with books which by the nature of the case could not be changed or essentially modified for a term of years, and the schools have had to suffer the consequences.

The American Book Company people rather pride themselves

upon their small percentage of failures. Their excellent financial standing is due in no slight degree to the fact that very few of their publications have failed flatly, while some of them have been remarkably successful.

This, however, is to be noticed. They have never hesitated from fear of small sales, to publish a book which might end by creating a demand for something better and finer in the future than at the present possible. It often happens that one book will arouse a demand for something along the same line, tho with variance in points of detail.

In the selection of its men, both in the editorial and in the business departments, the American Book Company exercises the greatest care. The business department on the first floor contains some of the best executive ability in the city. The company is justly proud of its representatives, both those in charge of affairs at home and those upon whom devolves the work of introducing its publications in different sections of the country. In a clean, energetic manner the books are pushed wherever there are schools to be supplied. The agents in a given section are invariably men thoroly familiar with the needs of that section and well known for their integrity and dignity. They must hustle, must show themselves good business men. But that is not

enough. It is the policy of the company to employ only gentlemen, and gentlemen of education, usually graduates of our best educational institutions.

The Managers.

Mr. John Arthur Greene is a native of Maine, his ancestors

being of the rugged, fighting stock of Revolutionary days to which the great Webster was allied. He was educated at Farmington normal school, and afterwards taught in the celebrated preparatory school for boys, "Little Blue," founded by Jacob Abbott. He then studied law, and after admission to the bar commenced practice in Chicago; but his interest and special experience in educational affairs, together with an inclination towards a business career, diverted him into a connection with school-book publishing which has practically been his life work. Serving several years as an agent with Ivion, Blakeman & Company, he was called to assist in



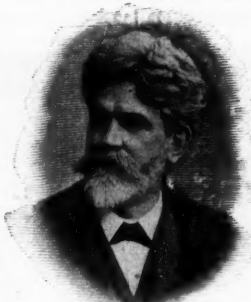
Thomas Tapper.



John Bach McMaster.



Reuben Post Halleck.



Edward Eggleston.



Asa Gray.



Robert C. Metcalf.



Charles J. Barnes, Manager
Chicago Division.



J. A. Greene, Manager New York Division.



W. B. Talheimer, Manager
Cincinnati Division.

the home office, and, on the formation of the American Book Company, accepted a responsible position with it. He was soon made superintendent of the agency department of the New York division, and, upon the death of Mr. Bragg, succeeded him in the position of manager.

Mr. Greene, thru a close touch with the leading educators of the country, with many of whom he maintains a close friendship, has always made a careful study of educational requirements in the line of text-books. Probably no man is more fully abreast of the times in all up-to-date matters pertaining to the New Education.

Mr. William Burke Thalheimer is a native of Brooklyn, N. Y. At an early age he entered the employ of Clark, Austin & Smith, booksellers and stationers in New York, who were at that time the Eastern depository of W. B. Smith & Company, of Cincinnati, the first publishers of the famous McGuffey & Ray series of texts. Mr. Thalheimer attracted the attention of Mr. Smith, who induced him to go to Cincinnati, where he assumed an important place and acquired an interest in the profits of the business. Mr. Smith sold his business about 1865 to the firm of Sargent, Wilson & Hinkle, Mr. Thalheimer remaining with the new company and taking charge of the book manufactory. He was head of the office in succeeding partnerships until the firm of Van Antwerp, Bragg & Company sold their list of publications to the American Book Company. Of the three offices then organized to carry forward the business of manufacturing and selling school-books that at Cincinnati was, for a time, the only one owning and controlling its own printing office and bindery. From his experience Mr. Thalheimer naturally became the head of this department of the work; later, on the removal of Mr. Bragg to New York, he became manager of the Cincinnati division.

Probably few men in the country are more fully versed in all the details of book manufacture than is Mr. Thalheimer. From the paper to the finished book he is an expert judge of every component part that enters into the completed product.

Mr. Charles J. Barnes is the only son of the Rev. Jeremiah R. Barnes and nephew of Alfred S. Barnes, the publisher. His early life was spent in the West, but some time prior to 1870 he came to New York and entered the publishing business of A. S. Barnes & Company, where his energy, industry, and genial manners soon made him of importance to his employers. As a traveling agent for this firm he effected many important introductions of their books, soon becoming general field agent, and later a partner in the firm.

Mr. Barnes's taste for literature has led to the accumulation of one of the finest and most valuable personal libraries in the city of Chicago. It is specially rich in rare books, Americana, etc.

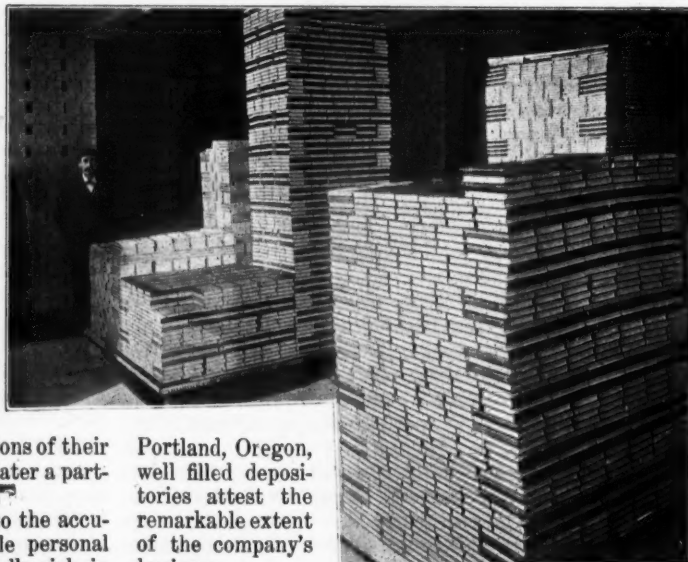
Mr. Barnes took an active part in editing the publications of his firm, and the famous Barnes's Readers were largely planned and edited by him.

When A. S. Barnes & Company established a branch house in Chicago he became manager and continued in that capacity for the American Book Company after his firm had sold its school-book business to that company. Mr. Barnes is a popular member of the Chicago Club, the Calumet Club, and others. He has hosts of friends, both in social and business circles, and is deservedly considered one of the most accomplished, all-round school-book men in the business.

Field of Operation.

The claims of the American Book Company to be the greatest national book publishing firm are substantiated by its policy in extending its active operations to every important center of the country. It has three central offices, in New York, Cincinnati, and Chicago. These three places are as convenient as any for reaching the needs of the entire country. New York commands the Atlantic seaboard, and the New York division also directs the company's business west of the Rocky mountains. Cincinnati is a natural depot for the densely populated region immediately west of the Alleghanies, besides having a natural outlook upon the South. Chicago is the center of all the great activities of the West and Middle West.

Besides the three principal centers the company maintains branch offices at several important strategic positions. In Boston, honey-combed with publishing houses large and small, they are doing a big business. In Philadelphia, at Atlanta, Dallas, San Francisco, and far-away



Portland, Oregon, well filled depositories attest the remarkable extent of the company's business.

Towering Stacks of Books on the Third Floor.

Present Aspects of History.

By WILLIAM E. CHANCELLOR, Bloomfield, N. J.

The nineteenth century has seen the new birth and the new life of history. The spirit of man set free by zeal for truth from bondage to tradition has caused this excellent transformation. Democracy, seeking its own culture, has set aside old forms of writing the story of the past, has looked with vision clear and fresh upon all humanity, and holding fast to that which is good for its own life, has set history with new methods upon new tasks toward new ends. And the genius of history, vital as the genius of music or of poetry, immortal as man himself, inseparable from his daily life, seeks now to reveal in accord with new conceptions, the whole truth of what man has been and has done since his beginning until now. Man the individual, man the clan or crowd or nation, man the race, man universal, in his action and reaction upon man, at public work or in social development of any and every sort, is the subject of history that man may be manifested to himself in his acts.

In its present meaning history is not merely a list of dates, series of chronological annals, gossip of politics, literary picturing of wars and courts, philosophizing upon the origins and destinies of mankind, or compendium of the doings and opinions of leaders and heroes. None of these are objects of prime historical importance. The human event, the social movement, what caused it and what came from it, just how it happened and why it happened, the fact and the explanation of it—this to history is its subject, varying in space and time, now a battle of Waterloo, now a Pittsburg riot, now an old age pension act in New Zealand legislature, but always a fact of human concern, insistent upon being known and understood.

Such history as this commands the attention of modern men, because it meets the modern need. Humanity at its best is open-minded and very curious—and humanity has bravely undertaken to understand all our problems and to remedy all our ills. Upon that proposition, which would seem to medieval minds either very absurd or very sacrilegious, our thousands of parliaments, congresses, legislatures, and of societies for discussion and reform are founded. And what else is commerce from the days of Tyre until now but the effort to answer human wants?

There is a new sense of the value of human life. We know to-day that neither does the individual man exist for the preservation of institutions nor do these institutions exist to preserve him. Slavery to king or state or church and the liberty of nature are seen to be alike false conditions. The modern man is a person, a product, and an agent, and modern society is indivisible. Each man is of the very substance of humanity, and this contemporaneous civilization is but the outgrowth of centuries of human nature. This year is the repository of the treasures of all former years. To-day is the goal of all previous aspiration, thought, effort. Modern man receives in his soul the impact of all historic impulses. Contemporaneous civilization is the net result of all the additions and subtractions, multiplications and divisions, of all historic forces and individualities. And history itself is the record of all events of public importance unto this hour. What one man does or desires or thinks of himself for himself in solitude may make biography or literature; but only he who moves men makes history. The field of history is as wide and as long as human life in society; and historic events multiply with the increase of communities, peoples, and nations in numbers and activities.

The quality of history is in truthfulness and wisdom, for history has two phases, one of information, the other of interpretation. In its phase of information history in this century has ceased to be literature and has become science, maintaining principles for the ascertainment of facts and for the valuation and balancing of testimony.

For these principles which give history its scientific phase it is indebted to the common law and the juristic standards of evidence. In its phase of interpretation history remains a philosophy of life, with this notable change in accord with the modern spirit, that after the inductive fashion it gathers facts first and forms opinions later. Many modern historians are much inclined to surrender all the responsibility of interpretation to others and to deal with historic opinions as facts only, stating no conclusions of their own. In the presence of myriads of men and events, pressing for recital, historians must retain principles of selection, and this philosophy of history is its very soul. Deliverance from obligation to propose conclusions and opinions from the facts selected is a welcome relief for those historians who yield this burden to economists, jurists, philosophers, poets, journalists, and statesmen. The aims and principles, now adopted, form a consistent body of doctrine. The aims are to find facts, to exclude errors, to record results, and to publish such results as humanity ought to know. The principles govern the uses of sources and the selections of facts; and if the historian desires to enter the field of historical philosophy, these principles should limit the conclusions from the facts.

The direct sources of history are these, viz:—the testimony, chiefly written, sometimes printed, of reliable, unprejudiced, disinterested eye-witnesses; and the testimony of those who have heard from participants and partisans. History has many public documents and records to consult. Very recent history has direct oral testimony upon which to rely. The indirect sources are of value as means of inference, viz:—the evidence of resultant events, the evidence of antecedent events, the evidence of collateral facts, the analogous similar events elsewhere or at other times, public and private buildings and other works. These sources, direct and indirect, must be considered with reference to each other. Three standards by which to measure results are of avail, viz:—the authority of historians who have done work with an eye single to the truth, the laws of the established sciences,—such as physics, biology, and economics,—and common sense based upon racial and individual experiences.

The methods of history are first and always to pursue the truth until it is reasonably established, to weigh men and their acts in the scales of ethics, morality, intelligence, and culture, to determine what is the relative importance of the various facts ascertained and what is the relative importance of the various concerns, interests, and occupations of human society to which these facts apply, to adopt standards of proportion suited to the proposed publication, to select for publication the important facts, and to publish truth, so weighed, without passion, purpose or prejudice, political or personal. The philosophical historian may draw such conclusions as come well within the field of the proven facts: otherwise he becomes a philosopher, or litterateur, or word-painter, by ceasing to be an historian.

In this manner the modern historian mines out the truth. His judgment goes to the making and unmaking of earthly immortalities. For such is the divinity of the soul of man that the decision of the Court of Fame rests finally upon the testimony presented at the Bar of Truth. For us who read history it is requisite to keep in close contact with plain fact and simple human nature. The world of books is too much a world of dreams. The world of reverie and contemplation is metaphysical and apart from substantial life. The world of the newspaper grows vague unless day by day we renew and increase our knowledge of men and women and children in the thousand and one occupations, recreations, and trivialities of life. He who does not know his own town or his own ward is not likely to understand the machinations of Metternich, re-making the map and trying to re-make the mind of Europe after 1815. To know history we must first know human nature.

(Continued on page 747.)

Leading Text-Books for Schools and Colleges.

The following list of school and college text-books most largely in use in the United States has been prepared for the convenience of superintendents, principals, and school officials. From time to time special lists of books will be taken up in THE JOURNAL and reviewed as has been done with Vertical Writing and School Music systems. When a firm has several branches always address the nearest branch. Always mention THE SCHOOL JOURNAL when writing.

A. B. C., American Book Co., New York, Cincinnati, Chicago, Boston, Philadelphia, Portland, Ore.
A. B. C., Barnes & Co., New York
Appleton, D. Appleton & Co., New York & Chicago
C. B. C., Central School Supply House, Chicago
D. C. H., D. C. Heath & Co., Boston, N. Y., Chi.
Flanagan, A. Flanagan, Chicago
Ginn, Ginn & Company, Boston, N. Y. & Chicago
H. B. C., Houghton, Mifflin & Co., Boston, N. Y. & Chi.
H. & N. Hinds & Noble, New York
Harper, Harper & Bros., New York
H. P. M., H. P. Smith Pub. Co., New York
W. H. J., W. R. Jenkins, New York
Shew, Thos. R. Shewell & Co., Boston & New York
J. B. L., J. B. Lippincott Co., Philadelphia
J. J., Longmans, Green & Co., New York & London
M. B., Milton Bradley Co., Springfield, Mass.
Macmillan, Macmillan Co., New York
M. M., Maynard, Merrill, & Co., New York
N. E., Novell, Ewer & Co., New York
W. K., David McKay, Philadelphia
O. X., Oxford University Press
Pitman, Isaac Pitman & Sons, New York
P. P., Potter & Putnam, New York
T. B., Practical Text-Book Co., Cleveland, O.
Frang, Frang Educational Co., Bos., N. Y., & Chi.
H. H. S., B. H. Sanborn, Boston
C. S., Christopher Sower Co., Philadelphia
Scriven, Chas. Scribner's Sons, New York
Sheldon, Sheldon & Co., New York
S. D., Sibley & Ducker, Boston
S. B., Silver, Burdett & Co., Boston, New York, Chi.
T. H., Thompson, Brown & Co., Boston
U. P., University Publishing Co., New York, Boston, and New Orleans
Werner, Werner School Book Co., Chicago, New York, and Boston
W. P. H., Western Publishing House, Chicago
W. & M., Williams & Rogers, Rochester, N. Y.

| Algebra. | | Progressive. | | Raymond & Wheeler | | De Rougemont's | | Longmans' Comp. | |
|------------------------------|----------|-----------------------------------|----------|--------------------------------|-----------------|--------------------------------|-------------|---------------------------------|----------|
| Atwood's Standard, | Morse | New's Books (3), | H. B. | Head's Comp. & Rhct. | S. B. | Maynard's French Texts. | M. M. | Schmitt's Ele. (1) | L. G. |
| Benjamin's (4) | A. H. C. | Hall's, | " | Pearson's Comp. | D. C. H. | Prac. French Gram. | Pitman | Martin's (2) | Sheldon |
| McNell's Equations, | A. S. B. | Botany. | | Baldwin's | | Tourists' Vade Mecum, | Ginn | Sawyer's (3) | W. R. J. |
| Thomson's | M. M. | Aggar's Plant Analysis, | A. B. C. | Longmans' Comp., | L. G. | Ginn's French (31), | " | Belley's | " |
| Venable's (3) | U. P. | Aggar's Trees of N. U. S., | " | " | " | 1st Mod. Lang. Ser. | " | Kase's Kleine Anfang | " |
| Wells (4) | L. S. | Clark's | " | " | " | Magill's Gram. | C. S. | Rippe's 1stes Buch | " |
| McCurdy's | " | Dana's Plants | " | Dictionaries. | | Magill's Mod. Fr. Writ (4) | D. C. H. | Muller's Ger. Clas. (1) | Scribner |
| Ferris's | J. B. L. | Gray's (3) | " | Anthony's (3) | Harper | Edgren's Gram. (2) | " | Italian. | |
| Westworth's (7) | Ginn | Wood's (5) | " | Autenrieth's Greek, | " | Grandgent's Les. (3) | " | Combs, Lingua Italiana W. R. J. | |
| Hull's | Sheldon | Nature Calendar, | Morse | Harper's Latin, | " | Grandgent's Les. (3) | " | Edgren, A Brief Ital. Gram. | |
| Brooks's | " | Hergen, | Ginn | Lewis's | " | Russell's M. Auth (21), | L. G. | Greek. | |
| Taylor's | A. & B. | Newell (4) | " | Liddell & Scott's Gr-Eng. (2) | " | Longmans' Gram. | " | Coy's Beginner's | A. B. C. |
| Bowser's (3) | D. C. H. | Spaulding, | C. S. S. | Thayer's Greek Eng. | " | Berny (11) | W. H. J. | Kitobe's Cato's Apology | " |
| Freeland, | L. G. | Dana's Wild Flowers, | Scribner | Jannaris' Eng.-Greek, | " | Coppee (3) | " | Peterson's Prose Comp. | " |
| Bradbury & Emery's, | Sheldon | Geddes's | " | Harper's Classical, | P. T. B. | Fontaine (8) | " | Gleason's Xen. Cyclopedia | " |
| Sheldon's (4) | " | Britton & Brown's | A. S. B. | Everbody's Dic. | U. P. | Whitney's La Langue Fran. | " | Hadley's & Allen's Gram. | " |
| Olney's (3) | Harper | Pillsbury's | S. B. | Brown & Fieldman's, | " | Le Fran. Faciles (4) | " | Markus's 1st Book | A. B. C. |
| Loomis's | " | Brown's "Plant Baby" | " | Clarendon, Revised, | " | Bernard's Le Fran. Idiom. | " | Harper & Castle's Primer | " |
| Boyd's (4) | " | Curtis's | L. G. | Westor's (5) | J. R. L. | Da Croquet's Ele. Fr. Gram. | " | Harper & Wallace's Ken. | " |
| Lidley's (2) | " | Teachers' Bot. Aid, W. P. House | Macm. | Heath's Ger.-Eng. | D. C. H. | Hugo's Les M. serbes | " | Johnson's books of Illad. | " |
| Werner's (3) | Werner | Bailey's Lessons, | " | Anglo Sax. Dict. | A. S. B. | Kroeb's French Course M. em. | D. C. H. | Keep's Greek Lessons | " |
| Reinhard | W. & R. | First Lessons | " | Constaneau Fr.-Eng. | L. G. | Racine's Andromache | " | Clark's Xenophon, | D. McK. |
| Arithmetics. | | Charts. | | Bellow's Fr.-Eng. | | Geometry & Trigonometry. | | Clark's Homer, | |
| Appleton's | A. B. C. | Tooke's Reading | W. & H. | Gano's | " | Davies Geom. & Trig. (3) | A. B. C. | Fowler's (Thucydides) | |
| Baily's | " | MacDougal's Hist. (57) | A. B. | Webster's | G. & C. Merriam | Hornbrook's Geom. | A. B. C. | Goodwin Grammar, | |
| Dubois's Mental, | A. B. C. | Normal Music (2) | " | Webster's School, (15) | A. B. C. | White's Geom. | " | Jobb, Homer, | |
| Ficklin's | " | Cole's Music | C. S. S. | Eclectic (8) | " | Murray's Integ. Calc. | " | Liddell & Scott, Lexicon | |
| Harper's (3) | " | Prog. Rdg. Study, | " | Tauchnitz's (1) | Scribner | Maymont's Surveying, | " | Greek Classics (7) | |
| Kirk & Sabin's (3) | " | Language & Lit. | " | Stormouth's Dict | " | Crocket's Trig. (3) | " | White's 1st book | |
| Mine's (3) | " | Writing's Music (3) | D. C. H. | White's Latin | Ginn | Wells's Geom. (3) | " | School Classics | |
| Ray's (3) | " | Dunston's Writing, | T. B. | Lewis's English Writing, Macm. | " | Nichol's Geom. | " | College Series of Gr. Authors | |
| White's (3) | " | Merrill's Vert. Pen. | M. M. | Drawing. | | Chauvenet's Geom., | J. R. L. | Minckwitz's Odysey, | |
| New Practical, | P. T. B. | Whitcomb's Hist'l | A. S. B. | Natural Drawing Series, | P. C. | Chauvenet's Trig. | " | Harry's Hippolytus, | |
| Thomson's (4) | " | Burt's Prim. Chart | Ginn | Normal Course (9) | S. B. | Hill's Geom. (3) | Ginn | Athen on Caesar's Civil | |
| Venable's (3) | " | Ed. Mac. Charts (4) | " | Complete (10) | Prana | Westworth's Geom. (1) | " | White's Gram. Texts | |
| McHenry & Davidson's, Werner | " | Northland, | " | Primary (2) | " | Westworth's Geom. & Trig. | " | Arnold's Prose Comp. | |
| Werner Mental, | " | New Script Reading Chart, P. P. | " | Shorter (3) | " | Westworth's Trig. (5) | C. S. | Ritchie's 1st steps | |
| Haub's (2) | " | Vertical Script Reading Chart | " | White's New Course (10) | " | Brooks's Geom. | " | Scribner's Classical | |
| Wells's | " | Excelsior Map Chart Series, | " | Hist. Orn. Charts (10) | " | Bowser's P. S. Geom., | L. C. H. | Catechism of Grammar | |
| Westworth's | " | Chemistry. | | Color Manuals (3) | " | Hopkin's Geom., | " | Woo-ruff's Gr. Prose Comp. | |
| Greenleaf's (3) | " | Appleton's (3) | S. B. | Art for Eye-Rose-Turner | " | Bradbury's Geom. (1) | T. R. | Yonge's Lexicon, | |
| Normal Course (2) | " | Seignett's Inorganic (3) | S. B. | Anthony's Tech. (2) | D. C. H. | Pette's Plane Geom., | S. B. | U. S. History. | |
| Thurston's Commercial | Ginn | Coolley's (3) | A. B. C. | Chapman's (3) | A. S. B. | Welsh's Trig. | " | Barnes's (3) | A. B. C. |
| Price's (3) | " | Keiser's Laboratory Work, | " | National, | Ginn | Buckingham's Calculus | J. B. L. | Eclectic (2) | " |
| Westworth's (4) | " | Storer & Lindsay's, El. | " | Cross's Color Study, | " | Crawley's Trig. | Sheldon | Eggleston's (1) | " |
| Westworth & Hill (2) | " | Simmons's | J. B. L. | " Light & Shade | " | Olney's | " | Whitson's (3) | " |
| Speer's Prim. Arith. (2) | " | Green's | " | " Mechanical Drawing | Harper | Venable's Geom. & Trig. | Harper | White's | " |
| Gulf's (2) | Sheldon | Wirt's Elements, | Ginn | Tracy's | " | Phillips & Fisher, | " | N. M. Anderson's (5) | M. M. |
| New American (3) | " | William's (4) | D. C. H. | Economics. | | Nichol's Elem. | L. G. | MacCoup's | Werner |
| Brooks's (7) | " | Remson's Organic, | " | Laughlin's Pol. Econ. (2) | A. B. C. | Estlin's Plane, | " | Mowry's | |
| Hall's (3) | " | Shepard's Inorganic, | " | Andrews's (3) | S. B. | Casey's Analytical | " | Labberton's | |
| Beitfield's (3) | " | Hopkins's Physics, | " | Sutcliffe's | " | Geographies. | | Morris | |
| Atwood's (3) | " | Newell's (3) | L. G. | Gide's Pol. Econ., | D. C. H. | Appleton's (3) | A. B. C. | Montgomery's (1) | |
| White's (3) | " | Jago's | " | English Classics. | | Barnes's (1) | " | Sheldon's (3) | |
| Coburn's 1st Lessons, | " | Cooke's (1) | Appleton | Eclectic (42) | A. B. C. | Harper's (1) | " | Fiske's | |
| Bradbury's (6) | " | Roscoe & Schorlemmer (1) | " | Surke's Conciliation, | B. H. S. | Harper's (1) | " | Dodge's Civil War | |
| Cugwell's Less in Num. | " | Atlas hem. Tablet, | C. S. S. | Rolle's (7) | Harper | Long's | " | Barnes's Popular, | |
| Nichols's Graded Lessons (5) | " | Avery's (3) | Sheldon | Rolle's Shakespeare, | " | Natural (2) | " | Higginson's | |
| Harper's Adv. | " | Civics, Sociology. | | Rolle's Belle & Eng. (4) | " | Carpeton's Geog. Reader (3) | " | Epoch of Am. Hist. (3) | |
| Brooks's New Mental, | " | Andrew's Man. of Const., A. B. C. | " | Stanton's | " | Gordy's | " | Johnston's | |
| Sheldon's (3) | Sheldon | McClary's Stu. I. in Civ. | " | Student's Series (36) | L. S. | Am. Hist. Series (5) | " | Andrew's | |
| Stoddard's | " | Morgan's Pat. Citizenship | " | Baldwin's (4) | S. B. | Andrew's | " | Hansell's and Jones (3) | |
| New Franklin's (2) | " | Small & Vincent's Society | " | Bradley's | A. & B. | Andrew's | " | Burton's | |
| Werner's (3) | Werner | Peterman's Civil Gov. | " | Academy Series. | " | Warren's (4) | Sheldon | Werner | |
| Art. | | Cooker's | " | Boyd's (7) | A. S. B. | Mitchell's (4) | " | Scudder's (1) | |
| Abbott, | S. B. | Townsend's | " | Eng. Classics (37) | " | Longmans' | L. G. | Wilson's | |
| Brown, | Scribner | Judson's Young American | " | Phet's Eng.-Am. Class. Mem. | " | Tarbell's (5) | Werner | Smith's Manual of U. S. | |
| D'Anvers, | " | Hinsdale's Am. Gov. | Werner | Eng. Classics (37) | " | Yaggy's Geo. Study W. P. House | " | History, | |
| Hunt, | " | Martin's Hints on Civics | " | Maynard's Poetry, (11) | H. M. | Redway's Geography of New | York State, | English Histories. | |
| Poynter, | " | U. S. Civil Gov., | D. C. H. | Rolle's Poetry, (11) | " | Dreyspring's (4) | A. S. C. | Lancaster's | |
| Day's Nature in Ornament | " | Dole's Am. Citizen, | " | Riverdale Lit. Series, (189) | " | Eclectic (6) | " | Green's | |
| " Ornamental Designs | " | Gide's Political Economy, | " | Modern Classics, (34) | " | Keller's | " | Anderson's | |
| Knights' Beautiful | " | Chapin's Pol. Econ. | Sheldon | Masterpieces of British Lit | " | Worman's (4) | " | Montgomery's | |
| Ward's Ornament | " | Cromer's Outlines, | Morse | Lodge's Ballads & Lyrics | " | German Texts (33) | " | Gardner's | |
| Goodyear's | A. S. B. | Dawes's Civics, | Ginn | Sprague's (9) | " | German Texts (33) | " | Higginson's | |
| Huntington's Manual | " | Macy's Our Government | " | Eng. Classics (40) | " | German Texts (33) | " | Longman's Summary, | |
| Moore's Drawing, | Ginn | Brook's Civics, | Scribner | Standard Lit. Series, | D. C. H. | Maynard's Texts (3) | " | Montague's Const. al, | |
| Hoyle's Painting | " | Davenport's Soc. Ele. | Macm. | Eng. Classics, | " | Maynard's Texts (3) | " | Creighton's Epochs, | |
| Van Dyke's | L. G. | Sutler's Sch. Eng. | A. B. C. | Hudson's Shakespeare, | " | Prac. Ger. Gram. | M. M. | Hallam's | |
| Hamilton's Arch. | L. G. | Waddy's Comp. & Rhct. | A. B. C. | Athenaeum Press Series | " | Tourists' Vade Mecum | Pitman | Hames's | |
| Astronomy. | | Brookfield's | A. S. B. | Etymology & Orthography. | | Gems of Literature. | Morse | Smith's | |
| How's | S. B. | Phillip's | Harper | Kennedy's (1) | A. B. C. | Schmitt's German | J. R. L. | Kummer's Epitome, | |
| Peck's | " | Hill's | " | Skate's | Harper | Ginn's German (12) | Ginn | Oxford Manuals (2) | |
| Bowen's | A. B. C. | Hill's Prin. of Rhct. | Harper | Kellogg & Reed's | M. M. | Bernhardt's Ger. Comp | " | Brief His. f Gr. Br. | |
| Steele's | " | Calvin's Rhetoric | Ginn | Reed's Word Lessons | " | Alger's Peter Schlemihl | Ginn | General History. | |
| Gillet & Holte | " | Calvin's Rhetoric | Ginn | Dunston's (3) | S. B. | Harris (3) | D. C. H. | Barnes's Hist. of Wild, | |
| Todd's | J. B. L. | Calvin's Rhetoric | Ginn | Kluge & Lutz's D. C. H. & Co. | " | Joyne's Meissner Gram. | " | Adams's Outlines, | |
| Sharpless & Phillips, | Ginn | Calvin's Rhetoric | Ginn | French. | | Joyce's Reader | " | Swinton's Outlines, | |
| Bell's Starland | " | Calvin's Rhetoric | Ginn | Dreyspring's (3) | A. B. C. | Hewett's Ger. Reader | Macm. | Fisher's | |
| Young's (4) | Harper | Calvin's Rhetoric | Ginn | Sym's (3) | " | Liebmann's German Primer | " | Labberton's | |
| Newcomb's | " | Calvin's Rhetoric | Ginn | Worman's (3) | " | Bersford-Webb (10) | I. G. | Andrew's | |
| Bell's Elements | L. G. | Calvin's Rhetoric | Ginn | Ketel's (3) | M. M. | David's Easy Stories | " | Myers's | |
| Bookkeeping. | | Calvin's Rhetoric | Ginn | German. | | David's Easy Stories | | Anderson's, | |
| Gay | Ginn | Calvin's Rhetoric | Ginn | Dreyspring's (4) | A. S. C. | David's Easy Stories | | Anderson's, | |
| Eryant Stratton's | A. B. C. | Calvin's Rhetoric | Ginn | Eclectic (6) | " | David's Easy Stories | | Anderson's, | |
| Eaton's (1) | " | Calvin's Rhetoric | Ginn | Keller's | " | David's Easy Stories | | Anderson's, | |
| Electic | " | Calvin's Rhetoric | Ginn | Worman's (4) | " | David's Easy Stories | | Anderson's, | |
| March's (2) | " | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Werner | " | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Lastman's | " | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Complete Book'pg. | W. & B. | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Introductory | " | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Seavy's | D. C. H. | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Shaw's Practice Book, | " | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Gilbert's | " | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |
| Duff's | Harper | Calvin's Rhetoric | Ginn | German Texts (33) | " | David's Easy Stories | | Anderson's, | |



(Continued from page 745.)

The spirit of a hundred years and ten since 1789 has set this seal of truth upon history, and our view widens and deepens to the dimensions of the race. Historical thinking is essential to complete social living. Historical knowledge purifies the soul from that despair which comes from solitary meditation upon single facts, purifies it by the baptism of the irrefutable truths of progress. Such knowledge frees the mind from personal isolation in a particular individuality by the liberty of beholding ancient and contemporaneous generations of men, each and all of whom have confronted, equally with the men immediately about us, the problems of life and time. Modern history enlarges the world for the human being as an onlooker upon life and gives him vistas of new fields and visions of new opportunities, corrects his opinions formed upon errors or upon too few facts, and strengthens his will by the inspiration of the unusual and heroic achievements of others and of the race in this very age. And since all the billions that ever were have no other earthly immortality than in the billion and a half that now are, modern history dignifies the individual as an essential part of the race. No less than philosophy, no less than religion, history declares the supreme importance of to-day. Upon the present all historic forces focus: from the present all historic forces radiate back to their origins and forward to their final outcomes. All the human usefulness of an understanding of the remote past is in the gathering of principles for the interpretation of human personalities and of social movements in these times. History is the mother of wisdom. The very manners of modern men are the fruition of all the ages. History has fashioned the garments of men's minds and has furnished the patterns of our souls.

The man of nature, unmodified by humanity, is no more. Upon him the family and property, church and religion, state and law, school and culture, have wrought their irremediable change. The tale thereof is history; and when the end is told, the transformation of the individual into the social being will be complete.

History is the treasure-house of facts for all the sciences which are concerned with man in society—ethics, economics, sociology, teleology, anthropology, ethnology. History is the sphere of correlation for all these social sciences, and for all other sciences as well, since every science in its modern form is the product of man's activity in intellectual association with his fellows. History is the touchstone for testing all theories for the betterment or reconstruction of human laws and customs and of human nature itself. History is a form of thought by which the logic of causation is applied to man's knowledge of himself. History is the atmosphere of mind. While the natural sciences exercise the senses and the reason, while the mathematics train the intellectual hab-

its and the imagination, while language cultivates the tastes and literature the fancy and the soul, and while music and the arts discipline the ear, eye, hand, and heart, history demands the constant trial of memory and judgment, the two processes, of the most highly valued faculty of our human nature, praised and desired in all lands and ages, common sense. History is a method of investigating, selecting, and reporting facts. Its chief labors are in that sphere of organizing society known as the state, or in that phase of human activity known as politics. But the sovereign power of the modern constitutional, self-governing state is in the people; and whatever is of concern to the people must be inquired into by the historian in order that his interpretation of the people's political acts may be true and adequate. Politics is the theme; but whatever illustrates, explains, proves it, whether in industry, commerce, science, literature, religion, or personalities is requisite in the exposition of the theme. In this special field, and in all other fields wherever history enters, its method remains the same, and its aim never varies—the finding of the truth.

History is method, and method means way of learning. History is getting of true knowledge, and this alone is learning. The nineteenth century has imprinted this new truth upon the soul of man that he must forever journey in the way of learning. Know, says this century of redemption from bondage, that the errand of man is neither to repeat nor to defy the past, but to seek truth, and to go forward in the way of it. In this aspect history is but inductive science applied to the story of human events. Modern history is as much a new science as is biology, and no more resembles medieval "history" than does astronomy resemble astrology; chemistry, alchemy; or psychology, sorcery. What further disburdening from traditions this may mean! Already human slavery by law is gone, by acts of English parliament, and Russian czar, and by spending of American blood. Already hereditary office is gone in Switzerland, France, and all the Americas, and only the title of it remains in the world's greatest empire. In all the civilized world governments are centralizing for administration, but decentralizing for authority. In all the nations of higher civilization political sovereignty is broad-based upon the brains of all men. Who shall limit the truth that may yet be found and realized? This new inspiration to know the ideal, this expansion of the mind to larger visions and of the soul to brighter hopes, this dream of an age of opportunity for all men from the day of their birth, this is the life of modern history. The opportunity man seeks for all the sons of men is not mere political equality at ballot boxes but more, far more. So much history reveals, but only the progress of the ages can disclose the whole effort of man.



| | | | | | |
|--|--|---|--|--|---|
| Plotz's Universal, F. M. Ep. of Mod. Hist. (18) Scribner Adam's Civ. Eur. Mid. Thatcher's Medieval Eur. " " Schwell's Mod. Eur. " " Sheldon's D. C. H. | Harkness' Grammar A. B. C. " Caesar " " " Cicero " " " Easy Method " " " Sallust's Catiline " " Johnson's Tacitus, A. S. B. Johnson's Persius, A. S. B. Blair's Pronunciation, A. S. B. Gilderleeve's Series U. P. Bain's First Book " " Hart & Osborn (Vir.), D. McKay Heiler's (Ovid) " " Clark's Texts (4) " " Becher's Livy, " " Clark's Horace, " " " Livy, " " Allen & Greenough, Gram. Ginn Collar's (5), " " Greenough's (7), " " College Series Latin, " " Greenough's (7) (4) " " Latin School Classics, " " McCabe's Burgham (3), Sheldon " Little-Prose Comp. L. G. Lane's Grammar, Harper Gudeaman's Lit. of Empire " " | Woodward's, D. C. H. Whittaker's Tools D. C. H. " Northern Lands, " " Woodward's, Scribner | Steele's Rudim. Ethics. L. S. Hyslop's Ethics of Hume, Ginn Sterrett's Ethics of Hegel, " " Saviah's Ethics of Hobbes, " " Abbott's Kant's Theory of Ethics, L. G. Muirhead's Eth. Scribner Seth's Study of Eth. Prin. " " | Readers, Historical. Gail Hamilton's A. B. C. Johannot's (6), " " Shepherd's A. B. C. Skinner's " " Eggleston's (3) " " Guerber's (4) " " Morris' (4), " " Burton's Hist. Read. Morse Green's English, Harper Dutton's Pioneers, " " " The Colonies, " " Blaisdell's Stor. Eng. Hist., Ginn Frasere's Historic Houses, " " Fib-Ing's Washington " " New Hist. R'd'g Bk's (4) L. G. " Ship " Lit. " " Higginson's Am. Explor. " " Witt's Ret'r of Ten Thous. " " " Trojan War " " | |
| Roman History. Barnes' Brief History, A. B. C. Creighton's, " " Myers, Ginn Leighton's, " " Cruiknell-Literature, Scribner Gibbon's, Harper Bury's, " " Liddell's, " " Merrivale's, " " Smith's, " " Sheldon's, D. C. H. How & Leigh's, L. G. Robinson's, " " Shuckburgh's Beginners Macm. | Latin and Greek Classics. Bryant's Trans. Illad H. M. Crane's, " Odyssey " " Palmer's " Odyssey " " Law. Commercial Law, W. & R. Business Law, D. C. H. Commercial " P. T. B. Logic. Schuyler's, A. B. C. Davis's Inductive, Harper Atwood's Ele. " " Hill's, " " McCosh's, " " Hibben's Inductive, " " Hyslop's Ele. of Logic, " " Poland's (2), " " Boy's, " " Ballantyne's Inductive, Ginn | Mythology. Guerber's Greece & Rome, A. B. C. " Middle Ages, " " " Northern Lands, " " Skinner's Folk Lore, " " Scully's, " " Gayley's Classic Myths, Ginn Murray's Manual, D. McK. Dwight's, " " Alken's Mind & Mem. Tr., Harper Murray, Scribner Nat. Hist. and Zoology. Burnett's Zoology, A. B. C. Hooker's Nat. Hist. " " Needham's Ele. Zoo. " " Steele's Pop. Zoo. " " Tenney's Nat. Hist. " " Orton's Zoology, Harper Green's, " " Colton's, " " Thompson's Zoo., Appleton Clark's Micros., D. C. H. Gorman & Tower's Dissection of Cats, Scribner Grant's Common Birds, " " Will's Realm of Nature, " " Thompson's Animal Life, " " Woodhead's Bacteria, " " | Phonography. Hefley's (Pitman) A. B. C. Munson's, Harper Complete Instructor, Pitman Spanish, " " Dictionary, " " Correspondence, " " Osgood's Phonetic, W. & R. Practical Shorthand, P. T. B. Light Line Names, A. S. B. Baldwin's, (3) Werner Readers. Arnold-Gilbert (8) S. B. Tudor & Powell's, " " Appleton's (6), A. B. C. Barnes' (5), " " Baldwin's (5), " " March's Anglo Saxon, Harpers Holmes' (5), U. P. Lippincott's, " " Davie's (4), " " New Normal (5), Werner Warner Primer, " " Cleveland's (5), L. S. Ward's Rat. Meth. (4) S. B. Normal Course (8), " " Patriotic (6), J. B. L. Phonetic Reader, Morse Stickney's (3), Ginn Cyr's (5), " " The Finch Primer, " " Hazen's (5), Sheldon Butler's (6), " " Monroe's (6), " " Riverside Reader, H. M. New Franklin, (5) Sheldon Adv. (4) " " Pollard's, W. P. House Cleveland's Beg'nrs (3), L. S. " Ship " Literary, L. G. Phonetic Readers, Pitman Riley's Phonc Primer, P. P. | Readers, Geographical. Around the World (2) Morse Geographical Reader A. B. C. Johannot's Reader, " " Carpenier's (3) " " Andrew's (3) Ginn Frye's Brooks & Br'k Basins, " " " Child and Nature, " " Hall's Our World Reader, " " Shaler's Story of Our Cont'n't, " " Dutton's World, S. B. Rules of Order. Alusworth's Vestpocket, Ains Spelling. Harrington's (2), A. B. C. Patterson's, " " Rice's (2) " " Hansell's, U. P. Buckwalter's (2), Werner Gilbert's, " " Normal (3), S. B. Morse Speller, Morse Co. Seventy Lessons, W. & R. Sheldon's, " " Patterson's, " " Hunt & Gourleys, " " Hunt's Prim. Word Lessons, " " Lippincott's, U. P. C. S. B. Practical Spelling, P. T. B. Spelling and Letter Wrt'g, " " Shepherd's Vert'l Blanks, Ains. Pollard's, W. P. House Penniman's, C. H. Sever's Progressive Speller, " " Benson's Practical, " " Wilson's Spell's Blank, W. R. J. Classic Speller, P. P. Students' Standard Speller, " " | |
| Ancient History. Barnes' Brief History, A. B. C. Thalheimer's Manual, " " Myers, Ginn Anderson's, " " McKall's Latin Lit., Scribner Epochs of (10) " " | German History. Lewis, Harper Hoemer-Literature, Scribner Keene's Lit. His. of France, " " Fay's, A. S. B. | Psychology and Men. Phil. Hallock's Phy. & Psy. Cul. A. B. C. Putnam's Ele. Psy. A. B. C. Roark's Phy. in Education, " " Brown's (4), Harper Davis's, " " Dewey's, " " Brown's Thought and Knowledge, " " Brown's Metaphysics, " " Sully's Psychology (2), Appleton Harris' Psy. Found. of Psy., " " Taylor's Study of the Child, " " Haverman's Men. Phil., Sheldon Hill's, " " Davis's, " " Steele's Rudim. Psy., L. S. Lindner's Emp. Psy., D. C. H. Sandford's Exp. Psy., " " Krohn's Psy., Werner Ladd's Lotze's Phil. Outl., Ginn Ladd's Primer of Psy., Scribner " Ele. of Physiol. Psy., " " " Outlines of Psy. Psy., " " " Outlines of Deser. Psy., " " Scripture's New Psy., " " Morgan's Psy. for Teachers, " " Experim't'l Psychology Macm. Scott's Organic Educat'n D. C. H. | Supplementary Reading. Rickoff's, A. B. C. Eclectic (19), " " McGuffey's (6), " " Wright (4), " " Standard (7), " " Standard (4), " " Crosby's, " " Hobbs's, " " Carpenter's (2), " " Klein's Step Ladder, A. S. B. Guerber's Leg's of Rhine, " " Annals of Switzerland, Harper Harpur's Fab. Classics, Morse Thompson's Fable, " " Golden Rod Books, U. P. Standard Literature, " " Drake's (3), Scribner Wright (4), " " Scribner Series, " " Parker & Marvel's (12), L. S. Young Folk's Lib. (9), S. B. Norton's Heart of Oak Books (6), D. C. H. Kapfer's Stories of Long Ago, " " Riverside Lit. Series, H. M. Riverside School Library, " " Morris' Hist. Tales, (11) J. B. L. Columbian Sel., " " Lovejoy, S. B. Foulke's, " " Brown's, " " Bacon's Hist. Pilgrimages, " " Dutton & Staue's Land of Song (3), " " Lakeside Series W. P. House Biographical Booklets, Werner Classics for Children (51) Ginn Fairy Tale Readers (10), L. G. Garrison's Parables, " " Kirby's Oliver Twist, Appleton Ober's Crusoe's Island, " " Austin's Uncle Sam's Secrets, " " Holden's Great Astronomer's, " " Harris' Story of Rob Roy, " " Williams' Choice Lit. (5) Sheldon The Sight Reader, " " Sheldon's Supp. Reading, " " Cole's Choice Reading, " " Lakeside Series, Ains. Wake Robin Biographies, P. P. Stories of Starland, " " | Science. Bert's First Steps, J. B. L. Bert's Primer, " " Bailey's Physical, D. C. H. Boyer's, " " Chutes' Physical Laboratory, " " Snider's Geology, " " Gerkie-Geology, " " Smith's Easy Physics, Morse Thornton's Physics, L. G. Woodhull's Obj. Lessons, " " Biddgood's Biology, " " Cunningham's Heat, " " Wright's Heat, " " Henderson's Elec. & Mag'n, " " " Elem. Physics, " " Joyce's Elec. Engineering, " " Entage's Light, " " Thorp's Quant. Chem. Anal., " " Thorp's Qual. Chem. Anal., " " Glazebrook's Physics, " " Holme's Steam Engine, " " Urwin's Machine Design (3), " " Rhead's Metallurgy, " " Ripper's Steam, " " Joubert's Electricity, " " Goodeve's Prin. of Mech's, " " " Ele. of Mechanics, " " Low & Bevis Machine Design and Drawing, " " Newth's Chem'l Lect. Exp., " " Sillgo & Brooker's Elec. Engineering, " " Guyot's Earth & Man, Scribner Robert's Earth's History, " " Storer's Agriculture, " " Waldo's Mod'n Meteor., " " The Contemp. Sci. Series, " " Appleton's Sch. Physics A. B. C. Gandot's Natural Philosophy, " " Steele's Popular Physics, " " Dana's Geology, " " LeConte's, " " Waldo's Meteorology, " " Appleton's Physics, " " Cooly's, " " Harrington's, " " Steele's, " " Holden's Zoology, " " Needham's, " " Burnett's, " " Head's Physics, S. B. Gage's (4), Ginn Blaisdell's (4), " " Davis' Mental Phil., S. B. Robinson's Moral, " " Thompson's Zoology, Appleton Giles's Anthropology, " " Tyler's Anthropology, " " Deschanel's Nat. Phil., Appleton Gifford's Ele. Phys., T. B. Oodge's Ele. Biolog., Harper Carhart & Chute's Phys., " " Nature's By-ways, Morse The Student's Lyaill, Harper | |
| French History. Barnes' A. R. C. Montgomery's, " " Anderson's, M. M. Markham's, Harper Jervis, " " Creighton's, L. G. Adams, Macm. | English Literature. Brooks's, A. B. C. Gray's Practical Lesson, Harper Robertson's History of Rail's Shake the Boy, " " Stephen's Pope, " " Johnson's Criticism, " " Hime's Par Lost, " " Shaw's, " " Underwood's Am. Auth's, L. S. British, " " Renton Outlines, Scribner Clark's Eng. Prose Writers, " " Oralk's Compendious Hist., " " Sawtelle's Mythology, S. B. Maeritz's Eng. Lit., S. B. Pattee's Hist. of Am. Lit., " " Reading Courses, " " Tappan's Am. Authors, " " Vedder's Amer. Writers, " " Mooney's Studies in Lit., " " Mooney's Handbook, " " McKillop's, D. C. H. Simon's Eng. Fiction, " " Painter's Am. Lit., L. S. " Eng. Lit., " " Parson's Eng. Verification, " " Buckingham's 9th Cent. " " | Pennmanship. Appleton's Standard (21), A. B. C. Barnes' National (12), " " University, U. P. Ellsworth's (12) Werner Hill's (12), L. S. Roudsbush, C. S. S. Heath's (10), D. C. H. Hazen's, " " Duntalion (2), T. B. Merrill's, M. M. Intermediate Copy Books, Ginn Nor. al., S. B. First Steps, A and B, " " " C and D, " " Intermediate, " " Popular (5), C. S. Longman's (14), " " Business Handwriting, Pitman | Vertical Penmanship. American (7) A. B. C. Newlands & Row's Nat. Sys., " " University, D. C. H. Standard (6), U. P. Curtiss's (6), C. S. Hill's (5), L. S. Normal (10), S. B. Ginn's, " " Roudsbush, C. S. S. Heath's (6), D. C. H. Sheldon's Vertical, Sheldon " Standard (12) " " Vallie's (5), M. M. Merrill's, " " Ellsworth's, (6) Werner | Readers, Nat. Hist. Sci. Cooper's, A. B. C. Herriker's, " " Hooker's, " " Johannot's (6), " " Monteith's, " " Lockwood's (2), " " McGuffey's (3), " " Nerdham's, " " Treat's, " " Bass' Plant Life, D. C. H. Bass' Animal, " " Wright's Nature (4), " " Andrews' Stories, Ginn Morley's Seed Babies, " " Stickney's Earth & Sky, " " " Pets & Companions, " " Strong's Autumn, " " " Winter, " " Weed's Stories of Insect Life, " " Baskett's Story of the Birds, " " Baskett's Story of the Fishes, " " Vincent's Plant World, " " Baylis in Brook & Bayon, " " Beard's Curious Homes, " " Hardy's Hill of Shells, " " Keyser's News from the Birds, " " Troeger's Nat. Study R'd'g (3), " " Holden's Earth and Sky, " " " Sun and his Family, " " Harrington's About Weather, " " Weed's Insect World, " " Now Script Primer, P. P. New Phonc Primer, " " Vertical Script Primer, " " | Temperance Physiology. Authorized Series (3), A. B. C. Eclectic (3), " " Pathfinder (3), " " Long's, " " Raswiler's, C. S. S. R. Typewriting Manual, Pitman " of Remington, " " |
| Kindergarten. The Little Artist, M. B. Paradise of Childhood, " " In the Child's World, " " Elem. Color, " " Color in Kindergarten, " " Class Books of Color, " " Practical Color Work, " " Froebel, " " Songs for Little Children, " " Myths & Mother Plays, " " Paper & Scissors, " " Kindergarten Papers, " " Instrumental Sketches, " " Kind. Blackboard, " " Clay Modeling, " " Woodwork, " " Knife Work, " " | Language Lessons & Gram. Welsh-Greenwood (2), S. B. Mead's, " " Lockwood's Let. in Eng. Ginn Hyde's Let. in Eng. (6), D. C. H. McKillop's Gram., " " Carpenter's, Macm. Davenport's Emerson, " " Buehler's Exercises, Harper Rolle's Studies of Eng., " " Salmon's Grammar, L. G. Baskervill & Sewell's, A. B. C. Clark's (2), " " Harper & Burgess, " " Harvey's (2), " " Holbrook's Grammar, " " Long's (3), " " Lyle's, " " Maxwell's (3), " " Metcalfe's (2), " " Swinton's (2), " " Reed & Kellogg's (3), M. M. Raub's (2), Werner De Garmo (2), " " Normal Course (4), S. B. Farbell's Lang. (2), Ginn Whitney & Lockwood's, " " Cobbett's Gram., A. S. B. Sheldon's (2) Lang., Sheldon Patterson's (2), " " Buehler's Ex. in English, Harper " 1st Lessons in Eng., C. S. Longman's Gram., L. G. Steele's Gram. & Anal., P. T. B. Plain English, " " Guide to Eng. Comp. Pitman Essentials of Eng. Gram., P. P. Supplementary Lessons in English, " " Atwood's Language Tables, " " Analysis and Parsing, " " | Music. Natural Course (6), A. B. C. " (2), " " Brewster & Thomas's Songs, A. B. C. Song Wave, " " Brett's Gems of Song, " " Franklin Sq. (5), Harper Greene's (3), Werner Cecilian System (5), S. B. Normal Course (4), " " " Supplementary (4), " " Deem's Song Chaplet, " " Levermore's, Ginn Educat'l Music Course (6), " " Lewis' (2), " " Mason & Veazie's, " " Whitling's Course (6), D. C. H. Whitling's Reader, " " Whitling's Chorus Book, " " Riverside Song Book, H. M. Hunt's History of, Scribner Johnson's, S. B. Griggs, " " John W. Tuft's, " " Hart's Sch. Man., D. C. H. Pray's Motion Songs, " " Berrienhan's Course, L. G. Manual Training. Compton's 1st Less., A. B. C. Larson's, E. L. K. " Working Drawings of Sloyd Models, " " Hoffman's Sloyd System, " " Salomon's (2), S. B. | Phys. and Hygiene. Johannot & Bouton's, A. B. C. Kellogg's (3), " " Overton's (3), " " Smith's (2), " " Steele's, " " Tracy's, " " Walker's, A. & B. Dunglison's (2), Werner Baldwin's (3), " " Brand's, L. S. Brewster's, C. S. S. Hutchinson's, M. M. Cutter's Series (3), J. B. L. Phys. & Health (3), Sheldon Gage's Anatomy, A. S. B. Thornton's, L. G. Purnace's, " " Ashby's Notes, " " Ames Theory of Physics, Harper Stowall's (4), S. B. Colton's, D. C. H. Martin's (3), H. H. Donaldson's Brain, Scribner McKendrick & Snodgrass' Phys. of Senses, " " Yagky's Anat. Study, W. P. H. General Physiology, Macm. | Moral Phil. and Ethics. Janet's El. of Morals, A. B. C. Peabody's Moral Phil., " " Haven's, Sheldon Poland's, S. B. Robinson's, " " | |



Views from Office Windows, 110-112 Boylston St., Boston.

The Growth of a Great Publishing House.

D. C. HEATH & COMPANY.

NO more striking instance of continuous growth can be found than that shown by the publishing house of D. C. Heath & Company. In 1886, their complete list of publications included thirteen books and eleven pamphlets. To-day there are more than eight hundred titles in their catalog, every one of which has an influence and a character of its own. For nearly fourteen years the house has published an average of more than one new book a week. One year eighty-five new books were issued. Judged by the annual sales the house has for some years ranked third among the great school book publishers. It is rapidly approaching the second place. All this has come about quietly, and is the natural result of a policy which builds on a foundation that will last, and by means that an honorable constituency will approve.

Such events are of legitimate interest to the educational world, and deserve more than passing mention. A word about the members of the firm:—

Mr. D. C. Heath,

the founder of the house, was born in the state of Maine. He was prepared for college at the Nichols Latin school in Lewiston, Me., and graduated at Amherst college in the class of '68. For the two years following the graduation he was principal of the high school in Southboro, Mass. Subsequently he spent two years in attendance at the Bangor Theological seminary.

He then devoted a year to travel abroad for the benefit of his health, and upon his return became supervisor of schools of Farmington, Me. After serving in that capacity for a year he entered the book business, and in 1874 represented in Rochester, N. Y., the publishing firm of Ginn Brothers. A year later he opened a branch house for the firm in New York city, where he remained for some months. In 1876, he became a member of the firm under the title of Ginn & Heath, Boston. This relation continued until 1886, when he disposed of his partnership interest and started in business on his own account, with absolute freedom to pursue his own policy in educational publishing.

Among the positions of honor to which Mr. Heath

has been elected are the following: president of the Amherst Alumni Association, president of the Pine-Tree State Club, member of the council, and of the committee on education of the Twentieth Century Club. He is also a member of the University, Schoolmasters', and Congregational clubs, the Municipal League of Boston, the Newton Club of Newton, where he resides, and the Aldine Club of New York.

Mr. C. H. Ames

who ten years ago became Mr. Heath's first partner was born in New Hampshire. At the age of fourteen he removed to Illinois, but returning to New England for school and college, was graduated at Kimball Union academy in New Hampshire



Reception Room—Boston Office.



Mr. Heath's Office, Boston.



Mr. Smyth's Office, Chicago.



Mr. Pulsifer's Office, New York.

in 1866, and at Amherst college in the class of 1870. After two or three years of agency work he became the general agent of the educational department of L. Prang & Company, later becoming a member of the new firm which was formed under the name of the Prang Educational Company. During fifteen years he devoted himself exclusively and with the greatest enthusiasm to the development of art education in this country, and was connected with its initiation in nearly every important city in the United States. During two visits to England, France, and Germany, he made valuable studies of the art and other schools of those countries.

In 1889, he became a member of the firm of D. C. Heath & Company, and entered upon the broader field of general educational publishing. His experience has made him personally familiar with every state and territory of the United States and also with Canada, Mexico, and the West Indies. Few of the publishing profession have enjoyed a wider or more pleasant acquaintance with leading educational men. He is the author of several pamphlets and a frequent speaker on art education and kindred topics; is one of the founders, and an active member of the Twentieth Century Club, of Boston, a member of the Boston Browning Society, of the Appalachian Club, and of other important clubs of a literary and scientific character.

Mr. W. E. Pulsifer

was born in Maine, and educated at Westbrook seminary, Kent's Hill seminary, and Bates college. The early part of Mr. Pulsifer's life was devoted to teaching, lecturing, newspaper writing, and more or less speaking on political affairs. As a teacher he served successively as class-room instructor, principal of a high school, and superintendent of schools. His work as an educator was characterized by marked executive ability. He was at length attracted to the publishing business, as affording a larger field for his talents. In 1891, after serving with great success for six years on the agency force of Ginn & Company, Mr. Pulsifer became manager of the New York office of D. C. Heath & Company, and in 1892, became a partner in the firm. Before his removal to New York he was for two terms a member of the city government of Somerville, Mass., a member of a number of important committees, notably that on finance. Since taking up his residence in Brooklyn, Mr. Pulsifer has made a great many friends in the metropolitan district. Last month he was elected president of the Union League Club, upon which occasion he was shown many gratifying tokens of the esteem in which he is held.



Correspondence Department, Chicago.



Reception Room, New York Office.

Mr. W. S. Smyth

who was admitted to partnership with D. C. Heath & Company, in 1893, and who since that date has been the Chicago manager. He was born in Pennsylvania, of Connecticut ancestry. He was graduated from Wesleyan university, Middletown, Conn., with the degree of A. B. in 1863 and was given the degree of M. A. *in cursu* in 1866. He has served for several years on the board of trustees of his *alma mater*. Immediately following his graduation Mr. Smyth entered upon the profession of teaching. He filled with success the principalship of Wyoming seminary, Kingston, Pa., from 1863 to 1869. He was then elected principal of Cazenovia seminary, Cazenovia, N. Y., where he remained until 1878. While at Cazenovia he received the degree of Ph.D. from Syracuse university. In 1879 he was attracted by larger opportunities in the publishing business, and in that year be-

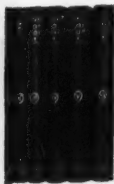


Book-keeping Department, Chicago.

came an agent for the house of Ginn, Heath & Company. After serving upon the agency force for four years, he was in 1883 made manager of the Chicago office. For ten years he filled this position with credit to himself and great profit to his firm. The Western business of the house which he at that time represented, is a monument to his prudence, foresight and sound judgment. It is a matter of common knowledge among the publishing fraternity that for some years Mr. Smyth would have been welcomed as a partner by any of the larger publishers. When in 1893 he determined to leave the ranks of employees and assume the responsibilities of a partner, he again gave evidence of his business tact and foresight by casting in his lot with D. C. Heath & Company.

Mr. Smyth is the author of several articles in periodicals, and of a history of Cazenovia seminary. He has seen something of Europe, Egypt, Palestine, Turkey and Asia, and about all of the United States. He has borne some of the burdens of citizenship by holding various public offices in the cities and towns in which he has lived, though he has never been an office seeker.

In November, 1895, the firm became incorporated with D. C. Heath as president; C. H. Ames, secretary; W. E. Pulsifer, treasurer; and W. S. Smyth, vice-president.



Record rooms and rooms for stenographers serve to keep separate each section of the clerical and detail work.

Away from all the noise and bustle of the public rooms, and in classic quiet, will be found the

offices of the manager, the editorial department, the manufacturing department, and the private office of Mr. D. C. Heath, the president. These offices may also be reached by a private entrance and elevator at 20 Boylston place. One of the characteristic features of the decoration of Mr. Heath's private office is the covering of the walls with a beautiful green bookbinder's cloth. The desk and the chairs and the whole of the furniture in this office is of mahogany, all the rest of the building being furnished in oak. On the walls are portraits of many of the authors who publish with the house, some of them being the originals of those which adorn their books.

A complete system of telephones—there being fourteen 'phones on this floor alone, make possible instant communication between all the different departments of the business.

A representative of THE SCHOOL JOURNAL who has visited all the publishing offices thruout the country, reports that he has not found anywhere quarters at once so elegant and usable; and a visitor who knows the publishing houses of the continent of Europe and of Great Britain, as well as those of this country, bears his testimony to the fact that there is nothing to compare with it for extent and beauty among the offices of the educational publishers of the Old World.

The New York Office

was opened in 1886, and for more than four years was located in Astor place. In 1891 the office was removed to 3 East Fourteenth street with W. E. Pulsifer as manager. Under his energetic administration the annual business transacted by the New York house has increased ten-fold, the agency force for the middle and South Atlantic states has been thoroly organized, and teachers visiting the metropolis have come to know that one of the central points of interest for them is the office of D. C. Heath & Company. In the spring of 1897, the old quarters on Fourteenth street were abandoned, and new and larger offices were fitted up in the handsome building at 91 and 93 Fifth avenue. These were again increased in extent in the spring of 1899. An attractive reception room, convenient private offices, courteous clerks, and prompt attention to the needs of the school public have won a host of friends in the metropolitan district and its tributaries.

The Chicago Office.

Mr. Heath had not been in business a year before it became necessary to establish a branch office in Chicago. This was opened at 185 Wabash avenue, and subsequently transferred to No. 86, then to No. 355, and in 1897 to the great building at Nos. 378-388 Wabash avenue, which has become the Western headquarters of nearly all of the larger publishers. In 1890, the Chicago office was put under the charge of a special manager, and in 1893, upon coming under the care of Mr. W. S. Smyth was thoroly reorganized. It now has a larger agency and correspondence force than either the home office at Boston, or the New York office. This is due to the fact that nearly half of the states of the Union, and more than half of its popu-



Credit Department, Chicago.

lation, are more directly reached from Chicago than from either of the other cities.

As the combined result of his own well directed effort, the strong support afforded him by his colleagues, and the superior list of books bearing the imprint of D. C. Heath & Company, Mr. Smyth to-day presides over the management of an office whose annual volume of business is very much larger than was ever

before under his direction.

To realize the magnitude of the Chicago business and some of the reasons for it, one has only to visit the business-like offices, and see the small army of clerks, stenographers, packers, and shippers that are there employed.

The publications of the house are also kept at dispositories in Atlanta, Ga., Austin, Tex., and San Francisco, Cal., for the better accommodation of the Southern and Pacific states. A thriving business is also carried on with Hawaii, Porto Rico, and Cuba, the shipments to the latter island alone amounting to nearly twenty thousand books since the war ceased. Canada and Japan are also good buyers of certain classes of books.

In 1890, an office was opened in London, where every one of D. C. Heath & Company's publications may be seen, and where many of the books have a large and increasing sale.

The Authors.

Of the four hundred American colleges and universities nearly half are represented in the list of authors that publish with the house. Harvard, Yale, Columbia, Johns Hopkins, Cornell, Princeton, Oberlin, Northwestern, Vanderbilt, Leland Stanford, Chicago, and the great state universities have contributed largely to the list. Men upon the faculties of Oxford and Cambridge, and nearly a score of British, French, and German institutions have found the imprint of D. C. Heath & Company a ready passport to the American market.

An inspection of the catalog also reveals among the authors of books for elementary and high schools, a number of the ablest superintendents, principals and teachers that the country contains. In fact the list of authors reads like an enumeration of educational leaders.

In its search for the best D. C. Heath & Company, were never more aggressive than to-day. Their plans for the future are big with promise.

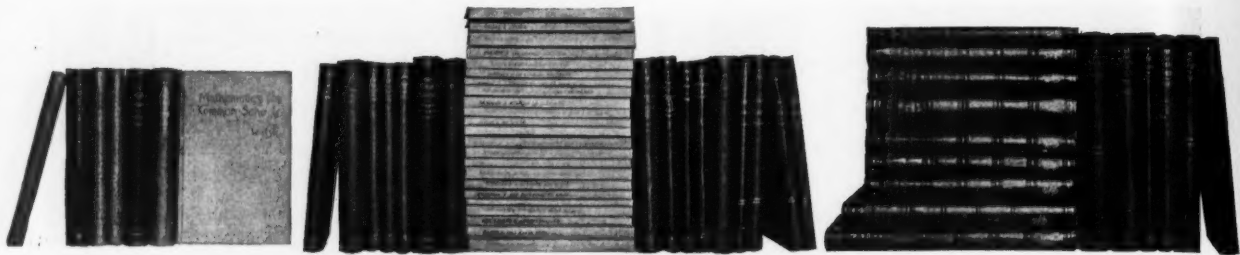
D. C. Heath & Company aim to do something more than simply to do over again what somebody else already has done well. They aim to do better than anybody has done before and to add something to the sum of knowledge or at any rate, to the method of presenting that knowledge to the learner. This house has refused many excellent books, which would sell well perhaps, but which did not mark a distinct advance on any that had gone before. They prefer evidently to publish a book which will do some good educationally rather than a book which will "sell well" and add nothing intrinsically to the educational forces or results in the world.

This policy is certain to add reputation, and, in the long run, firm friends and increasing sales among the growing numbers of superintendents, professors, principals, and school officials who appreciate good books thoroly well made in every particular.



A Corner in the Shipping Department.





The Boston Offices.

Mr. Heath opened the first office in two small rooms at 3 Tremont Place. A full line of samples was kept upon the mantel shelf, still leaving ample room for the office clock. During the two years following the list grew to seventy titles, including Sheldon's General History, Shepard's Chemistry, thirteen volumes in Heath's Modern Language series, and ten volumes in Heath's Pedagogical Library.

Late in 1887 new and larger quarters were taken at 5 Somerset street, opposite Boston university. The reception room and offices occupied the street floor, while the stock room and shipping room were in the basement, with commodious entrance



A Corner in the Stock Department.

from Pemberton square. For seven and a half years No. 5 Somerset street was the Mecca of teachers, principals, and superintendents who were looking for new and practical ideas in school books. No visitor left these offices without increased admiration for the skill of the house in maintaining its position always in advance of the demands of routine teachers, and for its courage in publishing such books as tend to broaden and enrich the work of the schools. Every year the sales increased (this increase continuing even in the years from 1892-95, when almost every other business suffered a decline.) For three years before the next removal it was evident that larger quarters must be secured—the only question being, how much larger. Since the removal from Tremont place nearly five hundred new books had been published. These include such valuable works as Hyde's Lessons in English, Book II, Hyde's Practical Grammar, Wright's Seaside and Wayside Nature Readers, Bass's Plant Life and Animal Life, the Heart of Oak Books, Dole's American Citizen, Sheldon's American History, Thomas' History of the United States, the Walsh Arithmetics, the Atwood Arithmetics, the earlier series in Thompson's Drawing System and Whiting's Public School Music Course. To Heath's Modern Language series there were added over one hundred and fifty titles; the earlier issues in Heath's English Classic series, together with more than fifty successful high school and college text-books, also made their appearance during this period.

In May, 1895, the need of more space became imperative. The stock rooms and shipping department were transferred to a separate building in the wholesale district, convenient to express and freight facilities, while the offices were removed to the new steel frame building at 110-112 Boylston St., adjoining the old public library, and overlooking the Boston Common.

Among the notable events connected with these quarters were the incorporation of the firm,

the admitting to financial interest in the business of some of the employees who had helped to develop it, the enlargement of the editorial and manufacturing departments, the publication of the Natural System of Vertical Writing, and of about three hundred other new books, and the acquisition from their former publishers of the Wells Series of Mathematics.

With increased facilities and the momentum of its past, the business continued its growth at an accelerated rate. Early in the present year plans for enlargement were again made, and the house has just completed the removal of its headquarters to the spacious fifth floor of one of the largest office buildings in Boston—fronting on Boylston street, with principal entrance at Nos. 110-112—the same entrance which has served the house for four years.

The whole of the fifth floor (together with part of another), covering over 10,000 square feet, is now devoted to their business; the central work of the shipping department, which was formerly carried on at Congress street, being now concentrated here.

In the shipping rooms the stock required for current use, which is replenished daily by drafts from the bindery, is stored in bins covering the walls on either side, and having a total run of over 1500 feet, or is stacked in two aisles which extend from Boylston street to Van Rensselaer place, a distance of 213 feet. Stock is received and distributed from the Van Rensselaer place entrance, but the bulk of the large shipments, often amounting to ten and fifteen car loads, is necessarily sent direct from the bindery to its destination.

On entering from Boylston street the visitor finds himself in spacious show rooms where the publications of the house are displayed. From cushioned seats in the two bay windows, he may enjoy an unrivaled view of the state house, Boston Common, Cambridge, Somerville, and Arlington. Comfortable chairs and tables scattered about, invite him to remain and inspect the books. A well appointed reception room, where teachers can write letters, talk to the principals or their agents, and meet their friends at their ease, is an attraction of this vast floor.

The office of Mr. C. H. Ames, the secretary, looks out on Tremont and Boylston streets and across the Common to the soldiers' monument and the state house.

The desks of the New England agents are grouped facing the principal entrance, so that they may extend a ready welcome to their constituents. Near at hand is the modern language editorial department in charge of Mr. S. W. Clary, and the book-keeper's department, which is spacious and well appointed.



Reception Room.—Chicago Office.

Education from a National Standpoint.

By ELMER E. BROWN, University of California.

One of the most stimulating of books on education as a social concern is Fouillée's *Education from a National Standpoint*. And one of the most suggestive of M. Fouillée's doctrines is that which makes it the chief business of education in a democracy to discover aptitude for membership in "a directing class," "a literary, scientific, and political elite."¹ "It is," he says, "of the utmost importance to a people to organize a secondary education from which by selection superior capacities may issue, and which, on the other hand, may give to the country an enlightened class, truly liberal, and truly worthy from its disinterested views to be the directing class."² And again, "Education issues in the manifestation and selection of natural superiorities."³

What one thinks of this doctrine will depend on what one thinks of democracy. In fact, our theory of democracy will be found to determine our whole view of the social function of education.

What is Democracy?

Democracy is described, in contrast with other political systems, as a form of society in which every man is as good as every other (and a little better some one has added). It is essentially a level system, and a low level at that. It is death to every sort of pre-eminence. But the logic of this view is not altogether clear. Equality of rights ought naturally to lead to the full and free development of inequalities of native endowment. It would seem that the ultimate outcome of democracy should be the farthest possible remove from the dead level which it is supposed to produce. The wiping out of artificial distinctions makes way for the recognition of essential differences. The removal of artificial barriers makes way for free competition, and that in turn brings the natural talents of individuals into their fullest development.

Democracy, moreover, cannot dispense with leadership. It is not a form of society in which each man is his own guide and master. It is rather a form of society in which each man may lead, so far as he can prove himself a leader, and each may follow the leader that he shall choose. "The commander over men; he to whose will our wills are to be subordinated, and loyally surrender themselves, and find their welfare in doing so, may be reckoned the most important of great men. . . . He is called *Rex*, Regulator, *Roi*; our own name is still better; king, *k'ning*, which means *Can-ning*, able-man. . . . The finding of your *ableman* and getting him invested with the *symbols of ability*, with dignity, worship (*worth-ship*), royalty, kingdom, or whatever we call it, so that he may actually have room to guide according to his faculty of doing it,—is the business, well or ill-accomplished, of all social procedure whatsoever in this world!"⁴

So Mr. Anthony Hope may not be wide of the mark when he makes old Hammerfeldt say of political freedom, "Sire, to become free, what is it? It is to change your master." But that very liberty to change is the essence of democracy. So take it all in all we cannot well quarrel with M. Fouillée when he makes the discovery and development of directive ability the most precious thing in democratic education, from a national standpoint.

Rights of Varied Capacities.

But there are other sides to this question which should be considered. We cannot altogether agree with M. Fouillée when he proposes an inflexible course of study for his secondary schools, with the deliberate intention of discouraging and throwing out those students who have not the kind of ability which that course will foster. "The way to get rid of these numerous and notorious

mediocrities," he says, "is not to manufacture a syllabus suited to their capacities, but to require from them the impossible, i. e., really personal mental exertion. . . .

Place all students of moderate ability under a *regime* of active method, of sound composition in Latin and their mother tongue, of accurate and literary translation, and they will very soon have had quite enough of it."¹ To which we are disposed to reply: The discovery of your superiorities is not the only precious thing in our education. The welfare of every citizen, whether highly endowed or moderately endowed, is precious. If democracy does not mean equality of natural endowment, it does mean equality of rights; and the right most highly prized is the right to be educated in accordance with one's capacity.

Leader and Led.

Just what we are coming at may be clearer, if we look a little further into our theory of democracy. A democratic society is not made up of two simple orders, viz., those who lead and those who are led. Every man is both leader and led. He is led by those above him and is leader to those below him. He is leader in some things while in others he is led. He is leader of a circle, a community, a section; and is at the same time the devoted follower of one who has a wider sway. He is leader in one institution, a church, a bank, a fraternal order; but without authority or prestige in other societies of which he is a member. To-day he is under direction; to-morrow he will have advanced to mastership. His abilities are, perhaps, so varied and so commanding that he seems destined to rule in every walk of life; but over-confidence, indolence, or the mere march of human progress, have soon left him dependent in one or more of the spheres in which he had been pre-eminent. No need of tracing further the endless intricacies and changes in this relation of a man to his fellow men. They appear in every form of human society; but they reach the climax of complexity in a democratic people. We cannot lightly dispose of our problem, by saying that education in a democracy "issues in the manifestation and selection of natural superiorities," meaning what M. Fouillée seems to mean by the words. Let us rather say that education in a democracy should prepare every citizen both for wise leadership and for intelligent following of leaders.

Preparaac for Varied Relationships.

It should prepare the same citizen both to follow and to lead, according to his varied relations in life. One of the saddest spectacles is that of a people at a loss to know whom they shall follow. The doctors disagree, and the unlearned cannot decide which is their true teacher and which the incompetent or the wilfully misleading. No formula learned in the schools can make the people wise in the choice of leaders; but the slow increase of general intelligence and moral purpose will steady their judgment and elevate their standard of leadership. On the other hand the school truly serves the state when it discovers whatever germ of true leadership there may be in each of its pupils, and stimulates each to make the most of the gift that is in him. Leadership and followership, moreover, are not simply antithetical. In the wise training for the one there is, perhaps, the best preparation for the other.

Reform in Organization.

Our view of education from the national standpoint, then, looks on the school as a measure of spiritual economy. It is to discover superior talent and drive it on to more than average attainments. And it is to find ways of making the most of mediocre or even more scanty endowments. How can these distinctions be made and this economy be effected? I believe that much can be done without radical change of system, merely by improving the ordinary means and methods of the school-room. But this is surely not enough. The question as to the changes needed in our school organization to secure a wise econ-

¹ FOUILLEE. *Education from a National Standpoint*. (English translation by Greenstreet). P. 105.

² *Id.*, p. 106.

³ *Id.*, p. 41.

⁴ *Heroes and Hero-worship*, Lecture VI.

¹ *Op. cit.*, pp. 146, 147.

omy of the various kinds and degrees of talent which are found among school children, is one of the most urgent questions of present day education. I venture two or three suggestions which will show the direction which I believe the reform should take.

An Ungraded Room.

1. There are many pupils in our schools, of more than average natural ability, who are suffering for the lack of work to do. Their time may be measurably filled, but the tasks are not hard enough to call out their best endeavors. And the nation will be suffering a generation hence for the lack of the abilities which might have been developed in them. They need, whether in or out of school, to have more work assigned to them than is assigned to the class of which they are members—not time-killing tasks, but employment with things having substance and significance. They need to have the opportunity of getting out of elementary subjects and methods into those of secondary grade a year or two earlier than their companions. An ungraded room, like that in the Cass school at Detroit, might be made of great service to pupils such as these. This is not a room for backward pupils, but for those who are able to do more than the classes of which they are members. Under this arrangement, a pupil may "skip" a grade without losing any of the essentials of the intermediate work—and suffering for the loss in after years. Of course, such a room should do more than afford a mere short-cut between grades. It should be in the hands of an inspiring teacher, not of a master of cramming. The months spent by a bright child in that atmosphere should tone him up to the best and fullest use of his powers in the years that are to come.

A Greater Range.

2. I suspect that a goodly proportion of the pupils who leave school between the fifth and the eighth grades do so because they think there is nothing ahead of them in school which they particularly want. The present wide range of high school courses tends to meet this difficulty. But it would be profitable to make the range still greater. Let us have more courses of a technical and even of a vocational sort. And let it be made possible to get into such courses at the end of the seventh grade, if not a little earlier. This proposal is primarily in the interest of holding, by one means or another, pupils who escape from the schools in the grammar grades in spite of our compulsory education laws. But that is not all. The period of secondary education is pre-eminently the period for discovering latent abilities—for revealing the youth to himself as well as to his friends. It is a time when the youth should be in school precisely in order that he may have the chance of being discovered. Parents should be made to understand this; and those who are willing that their children should leave school early, should be urged for this very reason to send them for a longer period. And the secondary school, even tho it be organized for commercial instruction or for the teaching of trades, should have enough in the way of awakening studies to give the destined carpenter or bookkeeper who is intended by nature for some other pursuit a fair chance of being found out. "Choice at a time of ignorance," as a good friend of mine is wont to insist, "is no choice at all."

Still further: commercial and technical instruction, differing from apprenticeship, should prepare the youth to be master of his occupation and not to be mastered by his occupation. It should give him a sufficiently wide

PUBLISHERS, M'FRS OF SCHOOL SUPPLIES

DIRECTORY

AND SCHOOL EQUIPMENT.

We give below a list of the leading firms of publishers of school books and manufacturers of school supplies and equipment. This will be a great convenience to subscribers to THE JOURNAL in sending orders. On another page is given a directory of the leading text-books, carefully classified in writing for circulars, catalogs, or other information, you will get special attention by mentioning THE JOURNAL every time you write.

School Book Publishers

American Book Co., N. Y., Cin., Chicago, Boston, Atlanta, Portland, Or.
Appleton & Co., D., N. Y. & Chi.
Baker & Taylor Co., New York.
Harper & Brothers, " "
Hinds & Noble, " "
Jenkins, W. R., " "
Longmans, Green & Co., " "
Macmillan & Co., " "
Maynard, Merrill & Co., " "
The Morse Co., " "
Pitman & Sons, Isaac, " "
Potter & Putnam, " "
Scriven's Sons, Chas., " "
Butter, Sheldon & Co., " "
University Publishing Co., N. Y., Boston, and New Orleans
Ginn & Co., Boston, N. Y., Chi.
Heath & Co., D. C. Boston & N. Y.
Houghton, Mifflin & Co., Boston & N. Y.
T. R. Shewell & Co., " "
Prang Edu. Co., " "
Sibley & Ducker, Boston.
Silver, Burdett & Co., Bos., N. Y., Chi.
Thompson, Brown & Co., Boston
Flanagan, A., Chicago
Western Pub. House, Chicago, N. Y., Boston, Phila.
Lippincott Co., J. B. Philadelphia
McKay, David, " "
Power Co., Christopher, " "
Williams & Rogers, " "
Practical Text-Book Co., Cleveland, O.
Milton Bradley Co., Springfield, Mass.
C. C. Atsnerworth, Chicago
A. S. Barnes Co., New York
Open Court Pub. Co., Chicago
C. H. Nichols & Co., Springfield, Mass.
Oxford University Press, N. Y.
Scott, Foresman & Co., Chicago
H. P. Smith Pub. Co., New York
General Publishers
Laird & Lee, Chicago
Century Co., N. Y.
Oxford Press, " "
Thos Nelson Sons, " "
Doubleday & McClure, " "
Lethrop Co., Boston
Rand, McNally & Co., Chicago
A. J. Graham, N. Y.
Wm. Wood & Co., N. Y.
Scrantom, Wetmore & Co., Rochester, N. Y.

B'kboards, Crayons, Erasers.

Hammett Co., J. L., Boston
American Sch. Furniture Co., Chicago
Oleott, J. M., N. Y.
Holly Dilicate Slate Co., N. Y.
N. Y. Book Slate Co., N. Y.
Charts.
Ginn & Co., Boston
Hammett Co., J. L., " "
Silver, Burdett & Co., " "
American School Furniture Co., Chicago
Potter & Putnam, New York
Western Pub. House, Chicago
Franklin Publishing Co., N. Y., C.
Kellogg & Co., E. L. N. Y. Chicago
Tuck & Sons, R., New York
Williams & Rogers, Rochester, N. Y.

Dialogs, Recitation, etc.

Denison, T. S., Chicago
Silver, Burdett & Co., Boston, N. Y.
Fenn, Pub. Co., Phila., Pa.
Kellogg & Co., New York, Chicago

Music Publishers.

Ditson, Oliver & Co., Boston, N. Y.
Novello, Ewer & Co., New York

Book Covers.

Holden Book Cover Co., Springfield, Mass.

School Furniture.

American School Fur. Co., Chicago
Potter & Putnam Co., New York
Funk & Wagnalls, Grand Rapids, Mich.
J. M. Saunders, Phila., Pa.
America Sch. Fur. Co., N. Y.

Dictionaries & Cyclopedias.

Appleton, D. & Co., New York City
The Century Co., " "
Funk & Wagnalls, " "
Lippincott Co., J. B., Phila.
Merriam, G. & O., Springfield, Mass.

Diplomas, Reward Cards, etc.

Ricketts, C. L., Chicago

Flags, Medals, Badges, etc.

Hammett Co., J. L., Boston
Am. School Furniture Co., Ohio

Gymnasium Apparatus.

Spaulding, A. G. & Co., New York

Kindergarten Material.

Hammett Co., J. L., Boston
Charles & Co., Thos., Chicago
Schermhorn Co., J. W., N. Y.

Milton Bradley Co., Springfield, Mass.

Prang Edu. Co., Boston & N. Y.

Manual Training Supplies.

Chandler & Barber, Boston
American School Furniture Co., Chicago
Hamacher, Schlemmer & Co., New York

Phys and Chem. Apparatus.

Hammett Co., J. L., Boston
Knott, App. Co., L. E., " "
Ziegler Electric Co., " "
Elmer & Amend, New York
Hauch & Lomb, Rochester, N. Y.
Bullock & Crenshaw, Phila.

Insurance.

Mass. Mutual Life, Springfield, Mass.
Mutual Life, New York

Maps, Globes, etc.

Hammett Co., J. L., Boston
Am. School Furniture Co., Chicago
Western Pub. House, " "
Oleott, J. M., N. Y. City
Howell, E. E., Washington, D. C.

Pens, Pencils, and Ink.

Engle Pencil Co., New York
Gillett, Jos. & Sons, " "
Esterbrook Pen Co., " "
Favor Rubi & Co., " "
Dixon Pencil Co., Jersey City, N. J.
E. Faber, New York
Carter Ink Co., Boston
C. H. Higgins, Brooklyn, N. Y.

Pencil Sharpeners.

Hammett Co., J. L., Boston
Peckham, Little & Co., New York
Gould & Cook, Leominster, Mass.
A. B. Dick Co., Chicago

School Supplies.

See also Blackboards, Book Covers, Charts, Flags, Maps, Globes, Bells, School Blanks, Kindergarten Material, etc.
Hammett Co., J. L., Boston
Flanagan, A., Chicago
American School Furniture Co., Chicago & N. Y.
Oleott, J. M., " "
Peckham, Little & Co., " "
Schermhorn Co., J. W., N. Y.
Andrews Sch. Fur. Co., N. Y.
H. N. Boor, " "
Bellows Bros., Chicago
Minerals.
Howell, E. E., Washington, D. C.

Photos for Schools.

E. M. Perry, Malden, Mass.
He-man Taylor Art Co., N. Y.
Berlin Photo Co., N. Y.
J. C. Witter Co., " "

Records, Blanks, Stationery.

Hammett Co., J. L., Boston
Oleott, J. M., N. Y.
Nat. Blank Book Co., Holyoke, Mass.
Acme Stationery & Paper Co., New York

School Bells.

Hammett Co., J. L., Boston
Meneely, West Troy, N. Y.
Moshane & Co., Baltimore, Md.

Second Hand School Books.

Hinds & Noble, New York

Teachers' Agencies.

C. J. Albert, Chicago
Clark Teachers' Agency, " "
Albany Teachers' Agency, Albany
Co-operative, Boston
Eastern, " "
Orville Brewer Teachers' Agency, Chicago
Coydiers, Mrs., N. Y. C.
Fisk Teachers' Agencies, Boston, New York, Chicago
Toronto, Los Angeles, N. Y. C.
Kellogg's Teacher's Bureau, " "
Penn. Ed. Bureau, Allentown, Pa.
Schermhorn Co., J. W., N. Y.
Young-Fulton, Mrs. M. J., " "
Robertson, H. N., Memphis, Tenn.
Pratt Teachers' Agency, N. Y.
Interstate Agency, Chicago

Typewriters.

Am. Writing Mach. Co., N. Y.
Wyckoff, Seaman & Benedict, " "
Densmore Typewriter Co., " "
Smith Premier Co., Syracuse, N. Y.
Pittsburg, Pa.
Blickensderfer Co., Stamford, Conn.

Correspondence Schools.

Bryant & Stratton, Buffalo, N. Y.

School Telephones.

Couch & Seeley, Boston

Hotels.

Grand Union, New York
St. Denis, " "
Continental, Phila.

command of principles and processes to enable him to change freely with changes in his trade. It should prepare him to react upon his trade—that it may be the better for his being in it. The subtle and changing relations of leaders and followers obtain in the crafts as well as in other social organizations. The liberty to change masters and to interchange relations of master and man are elements of the democracy of industry as well as of democracy in general; a liberty which trade instruction ought to conserve and promote. And this points, I think, to the necessity of organizing our trade and commercial schools on a high plane of efficiency. The courses which they offer should be disciplinary in a high degree. It is not enough that they teach mere mechanical processes.

Provision for Deficients.

3. What shall be done for pupils who are deficient in native endowment? Those who are properly termed "defectives" are already provided for in special state institutions. But for the intermediate class—not deaf but somewhat "hard of hearing;" not blind but with eyesight impaired; not technically feeble minded, but backward, either in one or two lines or in general—for these, again, a well-conducted, ungraded room is needed in every large school. Many grade teachers are giving such pupils individual help, often outside of regular school hours. Their names are written in Heaven, and no one would rob them of their reward. But there is very much that cannot be done and ought not to be done by the regular teachers; but that can be done very effectively by a teacher chosen and set apart for the purpose. Such an ungraded room has been conducted successfully for some time past at the Garfield school in Oakland, California. There are doubtless many of them in other schools thru the country.

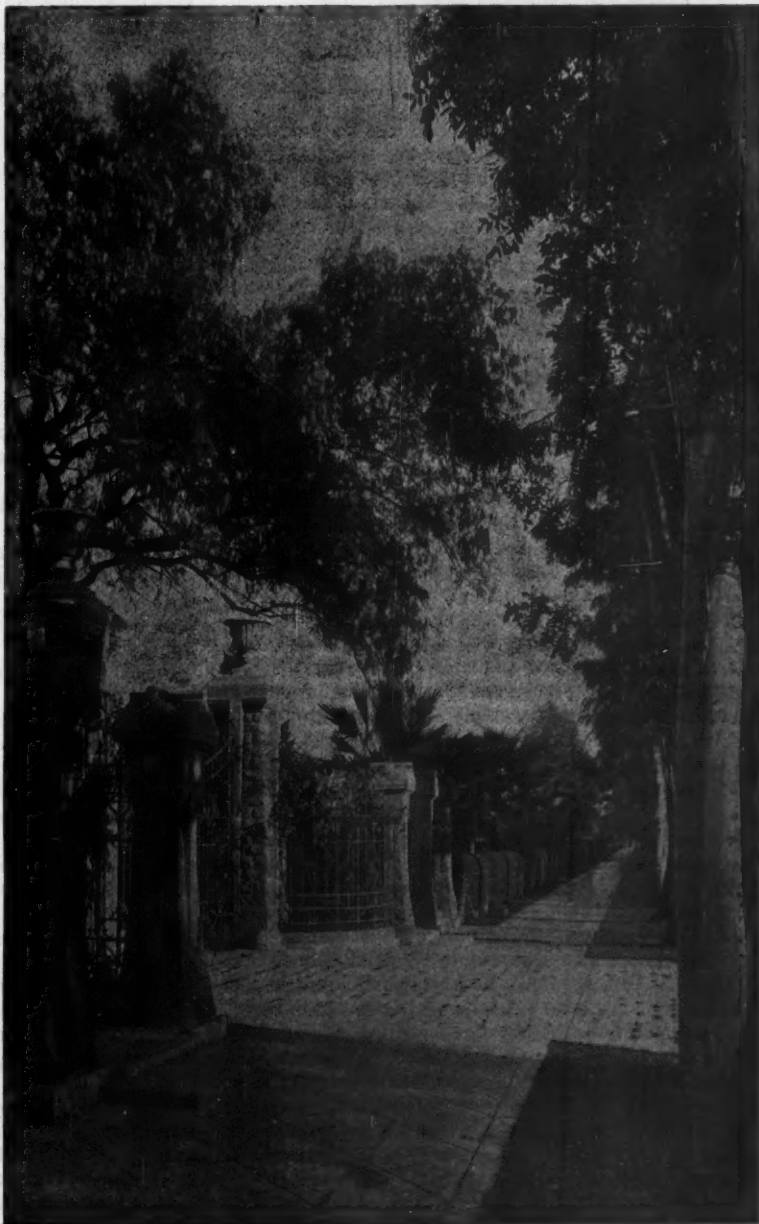
The latest number of *Die Kinderfehler* (published at Langensalza, in Germany), has an article by Loeper on *The Organization of Auxiliary Schools* ("*Hilfsschulen*"), which contains interesting information concerning schools of this type in Germany. The author strongly recommends, not simply the organization of *Hilfsklassen* in the several schools of a city system, but much more the bringing of these classes together into a central school. Statistics have been collected which show the existence of such schools in fifty-six cities (probably taking account of the German Empire only), with 202 classes, 4,281 pupils (2,400 boys and 1881 girls), and 225 teachers. The effort is made to secure the best possible guidance for the instruction in these schools. The object is not simply to bring the backward pupils up to the point reached by the regular classes; but to give them the best for their needs that knowledge of physiology, pathology, and psychology can suggest.

Saving Talents.

I think our American school boards will be prompt to see the economy of some such arrangement. The ungraded classes in the several schools may be better for American conditions than a central school of several rooms. Such classes, under efficient management, will make it possible for dull or otherwise back-

ward children to make the best progress of which they are capable. In some cases that progress will be very good indeed when once a beginning has been made. At the same time the regular teachers are relieved of a responsibility which too often puts a brake upon their best endeavors; and the great majority of pupils, who still constitute the regular classes, are given an opportunity for unimpeded work which might otherwise be impossible. Here is a step toward saving to the nation, and to individuals, the full measure of that talent which nature has provided.

I do not conceive that these few hints offer any fundamental correction of the view presented with so much brilliant argument by M. Fouillee. But they do, I hope, suggest the correction of a misunderstanding to which his view seems liable. That distinguished author's account of the teaching of natural science and other subjects in the modern course of French schools, points to abuses which might well excuse a one-sided presentation of the program of reform. Yet M. Fouillee has shown, in other passages, an appreciation of the part which education has to play in the case of those who lack the natural endowment for leadership, or are destined to leadership in different lines from those with which he is immediately concerned. I cannot better close this paper than



Vista on Adams Street, Los Angeles, Cal.

with a passage from the same book from which I have previously quoted. "What is more difficult," he says (p. 142), "for a young man than the choice of a profession? The results of an unfortunate choice are betrayed either by discouragement or by sterile effort. Inferiority in



Prof. Elmer E. Brown, University of California.

every career lowers the quality and the market value; and thus ensues a disastrous competition with the talents and aptitudes which have found their true bent; society is therefore as interested as the individual in insuring that each of its members should use his true faculties."

Status of Education in France.

La Conscience Nationale by Henri Bérenger, a book which has had a great sale in France, is ably reviewed in *Revue Pédagogique* by A. Darlu. M. Bérenger is one of the young men who are enthusiastic on the subject of post-scholastic education. Some of his contentions are thus described by M. Darlu.

Let us come to the questions of education, which the author is very familiar with, since he has studied them in the most practical way. Under the name of the 'intellectual proletariat,' he describes an evil from which France, more perhaps than any other country, is suffering. In olden times they had only the proletariat of the working classes; to-day the number is constantly increasing of men born in poverty who demand of their education a means of livelihood and whom their education will not support. Their precarious life naturally develops in them at once the spirit of servility and the spirit of revolt. Some become the tools and creatures of the rich; others drift into social agitation and excite the workingman against society.

The Elementary School.

We must pause a bit over the very clear and authoritative chapter which the author entitles "The Crisis of the Elementary School," and which is devoted to the history of that very remarkable series of reforms out of which grew the post-scholastic education of the people. We know that the movement spread in England sooner than in France. M. Bérenger has studied it in both countries and in his concluding chapter he compares the results in both.

He recalls first the faith that republicans had in the elementary school as re-organized in 1881; then he describes the sense of disillusionment toward 1893, twelve years later, when everybody began to perceive that the generation which had passed thru the entire school course and was now entering upon the duties of life was not notably superior to past generations.

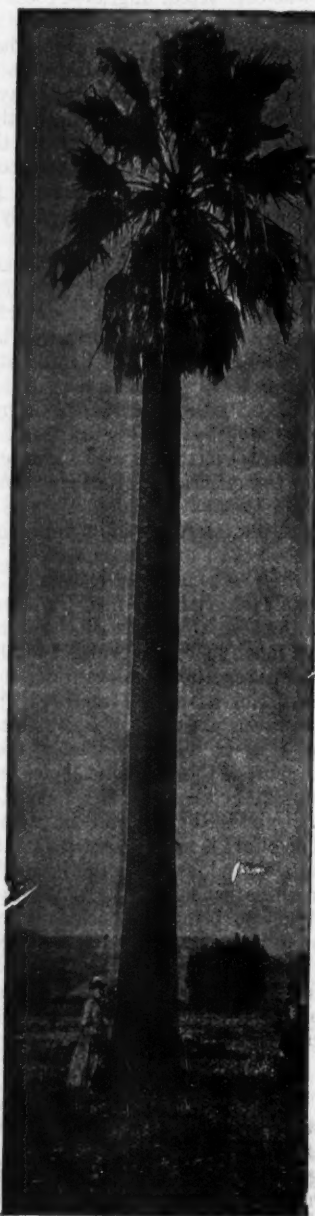
While the enemies of democracy ascribed this comparative failure to the religious neutrality of the schools, impartial people began to take account of certain contra-

dictions in the system of education. From seven to twelve years the child was subjected to a severe training and was fairly stuffed with knowledge. Then he was left, utterly abandoned by the state, at the age of the moral crisis. Just at the beginning of the adolescent period the child of working people was thrown into conditions of work where he would see all the demoralizing side of life, with no restraining influence about him.

What is Being Done.

It is impossible to reproduce briefly the picture M. Bérenger draws of the enterprises that are now in operation. But he finds in the general scheme of popular education four distinct objects: (1) courses for adolescents; (2) technical and professional instruction; (3) general intellectual education of adults; (4) the social and moral advancement of the people. In the first two directions a great deal of advance has already been made. Along the other two lines we have as yet done little. What has been done is mainly due to Catholic agencies; the church is still a great agent in the moral and social education of the country. England is far ahead of France in providing for adults. The university extension there is giving to the working classes the means and the taste for intellectual life, and the university settlements are helping to establish an understanding of social life.

"This superiority of the English work is to be attributed to the zeal of the thinking classes in England. In France neither the rich nor the classes of culture have as yet taken an intense interest in popular education. A few public men and a large corps of teachers are responsible for all that has been done. In 1897, there were 33,000 teachers doing evening teaching, for the most part receiving a merely nominal compensation. To their devotion France already owes a great deal, but it cannot expect that they will contribute both money and service. In England it is the aristocracy, the merchants, the university professors, the lords of the land, who have taken the chief place in the movement. Graduates of Oxford and Cambridge have gone to do the humblest work among the people. The intellectual and financial nobility of England have understood their interest and their obligation. Are our universities and our rich classes capable of a similar effort? They will find in this a unique opportunity to forget their parties, their cliques, their parochial interests, and fashion out of this people whence they have sprung the noblest form of that solidarity of which they sometimes dream."



A Native of California.

The Story of the Lead Pencil.

With subtle pencil depainted was this storie.—Chaucer.



JOSEPH DIXON, Founder of the Dixon Crucible Co.

ONE can hardly go thru a great industrial establishment without feeling something of the poetry of the shop. Among whirling wheels the epic of our century is being written. Why our artists do not paint more of the great picturesque workaday world and less of that phantom world which died with Pan is an inexplicable mystery.

Go to any of the big picture shows in our large cities. You will find a hundred variants on the old classic themes. You will see Breton peasant girls at their First Communion and Parisian ballet dancers at their first nights. You will recognize within gold frames the interesting faces and swell dresses of the rich. What you will not see is the picture that connects art with the life of labor.

We are covering school-room walls with the masterpieces of the ages. It is a good thing. The child ought to come into his artistic heritage. Yet we must not forget to teach him to see the art and poetry in the conditions of industry about him. It is one of the greatest privileges enjoyed by the pupils of the modern school that they are taken on factory excursions; that they visit, during their impressionable years, the places where the world's big work is done.

Some such reflections as these might well grow out of a visit to the factory of the leading American lead pencil manufacturer, while the memory is fresh of the long rooms filled with picturesque working girls, of the gray machines and the light streaming thru an air surcharged with graphite. It is nothing less than an educational privilege to go thru the Joseph Dixon pencil works; a privilege, too, that cannot be granted to every one, for all the details of the business are not open to the inspection of competitors.

An Outside View.

Externally the factory buildings are not especially attractive. The Jersey City gamins are thick on the street. There is abundance of fine graphite on the sidewalks—the leakage of the barrels which are being unloaded from the railroads. Every passer-by makes the bricks more slippery. The entrance is between high and austere brick walls.

Inside the Shop.

Once inside, you have to proceed as in learning any business; you must begin at the bottom. The lead pencil comes in by way of the cellar, in the shape of great barrels of variously graded graphite. All the impurities have been carefully taken out of it; it is practically pure carbon, one of the allotropic modifications of the diamond. A little lighter it is, and more feathery than the layman would have supposed, but the hydraulic presses will change all that.

With a pressure of twenty-five tons to the square inch the steel cylinder drops upon the soft greasy graphite. One almost expects the graphite to cry out, like the clay that old Omar's pot-

ter thumps, "Gently, brother, gently, pray!" From the bottom of the press come long strings, for all the world like black spaghetti. These are pliable and yielding but, except in the quality of brittleness, graphite such as we know it who call it black lead. The sizes, of course, vary to suit the many sorts of lead pencil which the Dixon Company makes. The leads that will go into a carpenter's pencil are like big Genoese macaroni, while those that will one day figure on swell dance orders are as thin as a hair.

Close by the press room are the kilns. Here the strips of black macaroni are laid in pans and subjected to an intense heat that leaves them brittle, yet not too brittle. The quality of a lead pencil depends largely upon two conditions. First, the graphite must have been carefully prepared, clay and other impurities having been removed. Second, the annealing must have

been perfect. The excellent temper of the Dixon pencils explains the excellent temper of those who use them. The company makes no pencils which snap while you wait.

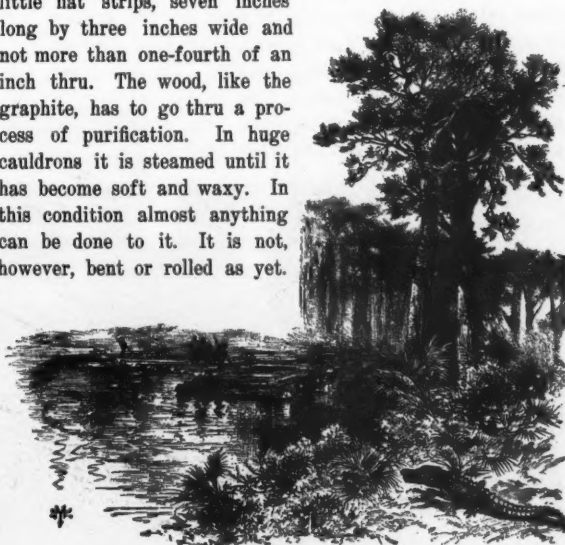
Supply of Cedar.

The first floor above the cellar, is devoted largely to cedar. No other wood is used in the manufacture of a reputable pencil. The world's supply of it is not too large and experts are already figuring upon what will take its place. Meantime, the Dixon Company has, on its great plantations in Florida, sufficient for its present daily needs. *Post nos diluvies!*

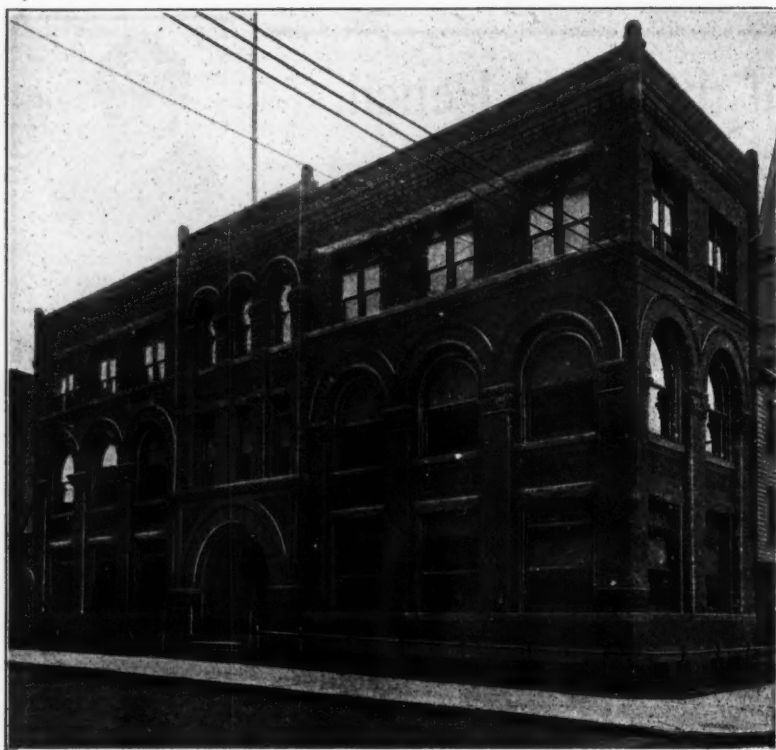
The cedar wood as it is received in Jersey City consists of little flat strips, seven inches long by three inches wide and not more than one-fourth of an inch thru. The wood, like the graphite, has to go thru a process of purification. In huge cauldrons it is steamed until it has become soft and waxy. In this condition almost anything can be done to it. It is not, however, bent or rolled as yet.



The Graphite Mine at Ticonderoga, N. Y.



Rafting the Cedar Logs in Florida.



The Handsome Office Building.

the steaming is simply to improve the grain. The strips, steaming hot, are rolled flat and then put into their appropriate drying closet. The door to this is opened for the visitor. If you wish, you may peep in. You are glad enough to withdraw your head. The temperature is just 180° Fahrenheit. Even a stoker would not like to work in there.

In a long sunny room the wedding of the cedar and the lead takes place. Somewhere in their travels the little slabs of cedar have encountered a machine out of which they emerged with grooves, six in a piece, running longitudinally. They are now all ready to receive the leads.

Hand Labor Necessary.

In most manufacturing systems there are spots at which hand labor apparently cannot be superseded by machinery. In a cotton mill it is curious, amid the most complicated mechanism, to see girls plying old-fashioned shears. So in the making of a lead pencil. Every lead that goes to make one of the 30,000,000 pencils which annually go out of this establishment has to be laid in position by hand. Several young women stand before a table, dropping the leads into the grooves of a strip, over which they clap another strip after turning over the combination to the gluing machine. The adroitness with which they lay six leads at a time is somewhat wonderful. Rarely do they make a mistake. By some instinct the graphite bars seem to fall just where they should.



Where the Pencils are Glued.

It may be remarked in a general way that much of the success of the Dixon Company is due to the good judgment with which they select their employees. The girls, who do the bulk of the mechanical work, are mostly of German or Scandinavian parentage and are an intelligent class. They represent the ideal industrial condition. They are hard-working and well-paid.

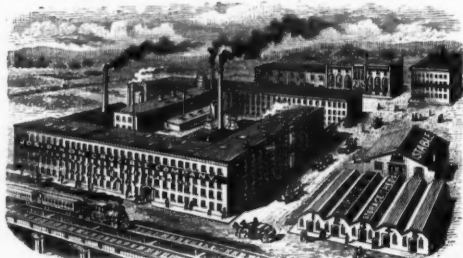
The gluing machine welds two strips of cedar with the six rods of graphite into oneness. Examine any lead pencil and you will see that it is double. People are sometimes puzzled to know how the lead got into the pencil,—just as Frederick the Great could not understand how the apple got into the dumpling.

So far the pencils are all alike. When, however, the blocks of six go to the cutting machine, the development of individualism begins. The single pencil emerges in its own foreordained shape—whether round, triangular, or hexagonal. It is the boast of the Dixon Company that it makes every kind of pencil used by anybody anywhere. It is certain that they do send out a surprising variety.

Each of the machines in a long room is busily engaged in pouring forth its own sort. Different kinds of work demand different shapes of pencil; but the common round variety appears far to outnumber all others.

Varnishing Day.

Very few escape varnishing. Why, it is hard to say. The few that are turned out in the natural wood are exceedingly



A General View of the Great Factory.

artistic. But evidently the world at large likes colors. The varnishing room is fairly brilliant with the streams of pencils that come out of the varnishers and are run across the room while they dry. At the end of the grooved shafting which carries them along they drop into wicker baskets which young girls watch over until they are full. Nowhere else in the establishment does one see such a delicious medley of pencils.

Every pencil comes out with both ends varnished. In this condition the trade will not accept them. Consequently they are sent to be trimmed.

A Long Array.

Here one has a chance to review in single file the entire army of Dixon pencils. Thru the trimming machine they trip, one by one, and only one at a time. Two little circular knives do the business. Then the pencil drops into a basket—ready, unless a rubber has to be added, to be stamped with the Dixon name and sent out into the open market.

Probably you never realized that the letters on your Dixon pencil are of pure gold. You pay a nickel for one and you get, besides graphite and cedar, an infinitesimal quantity of refined gold. The metal as everyone knows, is one that can be rolled thin. A single cubic inch is sufficient to gild the Massachusetts state house. A single cubic inch will stamp several million Dixon pencils.

The gold leaf has to be laid on by hand. No machine has as yet been invented which can be trusted to handle it. Only the delicate hand of the trained operative suffices. The girls who handle the leaf are all experts.

Once the leaf is in place the pencil goes to be stamped. There occurs the sharp click of a metal die. A girl seizes the pencil and wipes off the superfluous gold with a chamois skin. The bright lettering of the pencil appears, and no one now can doubt its makership.

What Becomes of the Gold.

Perhaps you ask what becomes of the gold that is wiped away. The girls who handle the pencils take no trouble to gather the falling fragments, which flit about the room at the mercy of the whirling draughts. But when night comes, the dust of the stamping room is carefully swept up to be sold at a stated price to a firm of refiners.

The packing and shipping departments call for no especial comment. The pencils are sorted and packed in the handsome fashion that is characteristic of everything the Dixon Company does.

The Making of Blue Pencils.

There remains to be seen the hall in which colored pencils are made. These represent quite a different industry from what we have seen. They are not graphite pencils at all. They require especial care and especial skill in their manufacture.

It is only recently that the Dixon Company has been able to put a satisfactory colored pencil upon the market. Everyone knows what an exasperating thing the ordinary blue pencil is.

The composition of wax and pigment does not readily lend itself to firmness. It has taken years of experimenting to get the Dixon colored pencil up to the point of practical equality with the graphite pencil.

Wax Pencils.

Besides the ordinary red and blue pencils for commercial and editorial employment, the company is pushing its brand of wax crayons for artists' use. They feel that the medium is one that is destined to be of great use both in the studio sketch class and out of doors. The colors are well assorted and convenient to carry. There is not the dirt and muss that paint occasions. With them the skilful artist can get at will the soft delicacy that is ordinarily associated with pastel or the crisp edginess that goes with the pencil sketch. They are particularly well adapted to the rapid note-taking that the out-of-door artist must train himself to in order to catch the fleeting effects of atmosphere and light. They are also indispensable in costume classes like



In the Varnishing Room.

that of Mr. Mora's at the New York Art School, or Mr. Carleton's at the Art Students' League.

Why Artists Like the Pencil.

In a general way it may be said that the lead pencil is coming into greater and greater favor as a means of artistic expression. It is certainly the most charming medium employed for purposes of illustration. Once pencil drawings were beyond the power of the process man to reproduce successfully, but now-a-days they are just as practicable as pen sketches. Very many of the best drawings reproduced in the magazines are pencil drawings; and it is not unlikely that in a few years the proportion will have grown greater.

It is certain that the artist is willing. Nothing is so pliant in the hand, so obedient to the artistic thought as a soft, well-graded pencil. It will express the most varying emotions. It lends equally well itself to the fresh, crisp, vigorous sketch that is to-day and in this country the proper thing, or to the delicate, super-refined transcript from nature which is still the prevailing English ideal of drawing.

Especially in the training of amateurs is the lead pencil the medium *par excellence* to be used. It is an undeniable fact that the charcoal stick, which is everywhere in use in the professional schools, is a hard medium to use. Students spend months at the art school before they learn the possibilities and limitations of charcoal. With the pencil there is no difficulty, except that of saying what one has to say. The handling of it is not difficult provided the artist knows what he wants to get. Where time cannot be spent upon the mere technical mastery of a medium, the lead pencil is the only medium to select.

It is undoubtedly for this reason that all the drawings in the fine arts courses at Harvard university are executed in lead pencil. The aim there is appreciation rather than creation. The average college student cannot afford the time for learning the use of a difficult medium. It is enough if he get some idea of drawing. Prof. Moore, the head of the fine arts department, is a thoro believer in the possibilities of lead pencil and requires its use in all studies from the antique or life.

Of its usefulness in the instruction of children there is no need to speak at length. Practically all



Sorting and Packing the Pencils.



John A. Walker, Vice-President, Treasurer,
and General Manager.



E. F. C. Young, President.



George E. Long, Secretary.

public school drawing is pencil drawing. The child learns to express himself thru the point of a pencil, and fortunate is he if that pencil is a Dixon.

In closing it is only just to say that the excellence of the Dixon pencil is the result primarily of the personal qualities of the leading men of the company. It seldom happens that an organization falls into so capable hands. Mr. Edward F. C. Young, its president, has general oversight of the affairs of the company. Mr. Young is known in all the commercial circles of the United States and Europe as the receiver of the great Cordage Trust. He is also president of the First National Bank of Jersey City, the leading financial institution in the state of New Jersey; president of the North Jersey Street Railway Co., the Colonial Insurance Co. of America, and is either president, vice-president, or general manager of a full score of other corporations.

The immediate management is in the hands of Mr. John A. Walker, an executive who has grown up in the Dixon business and who brings to his manifold duties great personal energy and a high sense of duty.

The secretary, upon whose shoulders rests the great responsibility of so large a business, is Mr. George E. Long, one of the most agreeable of men and as able an officer as the manufacturing world possesses.

These men are worthy captains in the great army of industry. They are helping to establish American industrial supremacy. When the true history of the United States is written, many of its pages will be devoted to the story of the up-build-

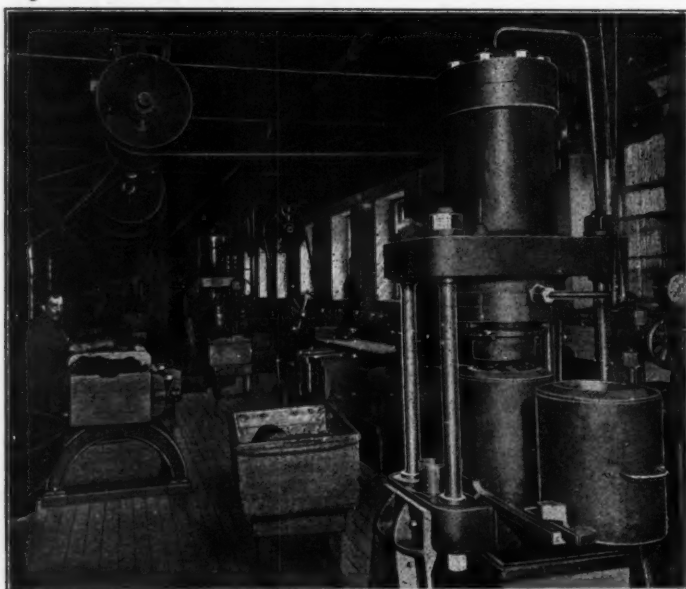
ing of notable enterprises like the Joseph Dixon Crucible Company. Wars will then be held in less esteem. It will be clearly seen how much more important to the country are the men who can bring to conditions of success a great business than are the men who fight battles in the field. The American business man is as yet unsung. He has had no Homer. But one of these days the poet will see in him, as in the conditions which he has created, boundless opportunities for artistic expression. He will sing the aims of commercialism. He will trace in epic fashion the growth and development of the raw boy who enters the business, untrained and undistinguished, up to the mature manager, alert, discreet, polished in manner and strong in determination. The successful man will be his hero. He will have to record failures as well. He will show the inevitable law of natural selection, working among the younger men, weeding out the weak and unworthy and saving the firm and resolute. He will draw his portraits from the life. Their careers will inspire his verse. He will find among the kings of modern manufacture many an Agamemnon, many a Ulysses.

We may be sure that when the poet sings the heroes of business life, he will not forget the members of the Dixon Company. They have fought valiantly in the lists. This, too, we may confidently assert, that the lines he writes will be jotted down with the stub of a Dixon pencil. No good poet nowadays writes with anything else.



Advertisements are written to suit the intelligence and tastes of the people whom they are to reach, and thus reflect the opinion the advertisers have of the readers of a paper. The advertisements of the leading firms in this issue exhibit, in a noteworthy way, that the subscribers of THE SCHOOL JOURNAL are believed to be an unusually intelligent, inquiring, and discriminating class. THE JOURNAL has always aimed at high ground, and none but aspiring teachers support a paper that persistently labors for that end. Most cordial thanks are extended to the advertisers whose hearty co-operation has made it possible to issue so large and handsome a souvenir. When writing them, kindly let them know that you saw their announcements in THE SCHOOL JOURNAL ANNUAL.

The subscription price of THE SCHOOL JOURNAL is only \$2.00 a year. Fifty numbers are published, among these twelve "school board," ten "educational review," ten "child study," and twelve "method" numbers. Besides these, are issued four "Teachers' Travel Guides," one "private school" number, one "Annual Souvenir," and one Christmas number.



The Hydraulic Presses.

"The true university of these days is a collection of books."—CARLYLE.

SUPPLEMENTARY READING

MORRIS'S HISTORICAL TALES.

- | | | |
|-------------|-------------|---------------------|
| 1. AMERICA. | 4. GERMANY. | 7. GREECE. |
| 2. ENGLAND. | 5. RUSSIA. | 8. ROME. |
| 3. FRANCE. | 6. SPAIN. | 9. JAPAN AND CHINA. |

9 volumes, cloth, illustrated, per vol., - - - \$.60

TALES FROM SHAKESPEARE.

- LAMB'S TALES FROM SHAKESPEARE.
MORRIS'S TALES FROM SHAKESPEARE.

2 volumes, cloth, illustrated, per vol., - - - .75

GOW'S PRIMER OF POLITENESS - - .55

KING ARTHUR AND THE KNIGHTS OF THE ROUND TABLE.

1 volume, cloth - - - - - \$1.50
Special Discount.

BIBLE STORIES (in two parts):

- Part I—STORIES FROM THE OLD TESTAMENT.
Part II—STORIES FROM THE NEW TESTAMENT.

Two parts in one volume, cloth - - - - .75

IRVING'S SKETCH BOOK (Complete)

Cloth, illustrated - - - - - 1.50
Special Discount.

REFERENCE BOOKS

CHAMBERS'S NEW ENCYCLOPÆDIA.
10 volumes, royal octavo, cloth.

LIPPINCOTT'S GAZETTEER OF THE WORLD

LIPPINCOTT'S BIOGRAPHICAL DICTIONARY

BREWER'S READER'S HAND-BOOK.
Half Morocco.

BREWER'S DICTIONARY OF PHRASE AND FABLE

BREWER'S HISTORIC NOTE-BOOK

BOOKS FOR SCHOOL LIBRARY

PRESCOTT'S CONQUEST OF PERU.
2 volumes, per set - - - - - \$1.00

PRESCOTT'S CONQUEST OF MEXICO.
3 volumes, per set - - - - - 1.50

PRESCOTT'S FERDINAND AND ISABELLA.
3 volumes, per set - - - - - 1.50

OUR YOUNG FOLKS' PLUTARCH.
8vo, cloth - - - - - 1.50

OUR YOUNG FOLKS' JOSEPHUS.
8vo, cloth - - - - - 1.50

OUR YOUNG FOLKS' ROMAN EMPIRE.
8vo, cloth - - - - - 1.50

OUR OWN BIRDS (Bailey).
12mo, cloth - - - - - 1.25

THE WAR WITH SPAIN (Morris) - - - 1.50

THE NATION'S NAVY (Morris) - - - 1.50

OUR ISLAND EMPIRE (Morris) - - - 1.50

LIFE OF MARION (Weems) - - - 1.00

LIFE OF WASHINGTON (Weems) - - - 1.00

WONDERS OF MODERN MECHANISM 2.00

YOUNG FOLKS' SCIENCE IN STORY.

YOUNG FOLKS' QUERIES.

YOUNG FOLKS' WHYS AND WHEREFORES.

YOUNG FOLKS' IDEAS.

TALES OF THE SOUTHERN BORDER \$1.00

STORY OF A MOUNTAIN - - - - 1.50

RAB AND HIS FRIENDS.

TWENTY LITTLE MAIDENS

SCIENCE SERIES FOR THE YOUNG.

3 volumes.

1. TRIUMPHS OF ELECTRICITY - - - - 1.25

2. TRIUMPHS OF STEAM - - - - - 1.25

3. TRIUMPHS OF ENGINEERING - - - - 1.25

HALF HOURS WITH AMERICAN HISTORY. 2 volumes - - - - - 3.00

HALF HOURS OF TRAVEL AT HOME AND ABROAD. 4 volumes - - - - 6.00

HALF HOURS WITH BEST AMERICAN AUTHORS. 4 volumes - - - - - 6.00

HALF HOURS WITH BEST FOREIGN AUTHORS. 4 volumes - - - - - 6.00

HALF HOURS WITH BEST HUMOROUS AUTHORS. 4 volumes - - - - - 6.00

GOSPEL OF THE STARS (Seiss) - - - 1.50

Special Discounts on all Books. A large assortment of Fiction. Catalogue on application.

J. B. LIPPINCOTT COMPANY, Publishers,

716-720 Filbert Street, PHILADELPHIA.

Over-Pressure Problems in Germany.

By G. H. HOXIE, Heidelberg.

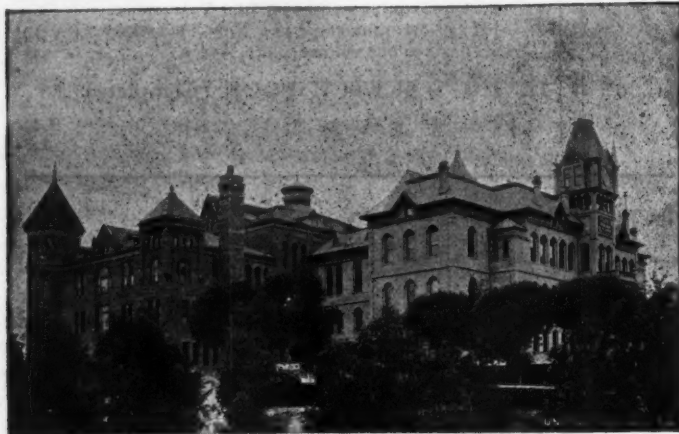
Life is a serious undertaking for the German, even in his first school days. At any rate German school teachers are not bothered very much by the idea that work is injurious for a child. In the schools about here, even first year children have to study at home and bring their lessons ready prepared to the school. School discipline is of the military order; and constant attention and instant obedience seem to be its chief ends. This is but the natural result of that atmosphere of exact observation and scientific analysis in which the German lives. He reduces body and mind to their physical and chemical elements,

hurry and worry in business, in society, and even in the home are such as to shatter, or at least damage, the nerves of a normally developed person; the coming generation is not given the chance to develop such a soundness of mind and body,—to acquire a disease-resisting endurance. While the badly ventilated and over-crowded rooms and the over-worked and nervous teachers are dangers to the health of the pupils, Dr. Erb has laid special stress on the claim that the amount of school work has increased and is increasing.

That there is such a danger of an attempt to cover too much work in the public schools not only in Germany, but also in the rest of the world is easily understood by one who has noticed the increase in quantity and in exactness of the sum of world knowledge. The development of the natural sciences has added a whole realm to the school curriculum. When this is added to the already fully filled humanistic and classical course of study, there is real danger of overworking the pupils. The school men do not wish to give up the classics; in fact, they are charged by some writers with requiring even more work in Latin and Greek than was required a generation ago. Then, too, Germany's increased intercourse with other nations, especially commercially, makes it necessary that the youth be taught of the modern languages at least French and English. Add to this the fact that there is in many quarters a strong demand that German school boys be taught at least the elements of the "practical" subjects,—subjects such as civil government and political economy that will give them some

idea of their duties as citizens, and it is easy to see why those of the Germans that are really interested are anxious that a halt be called and some standard be fixed.

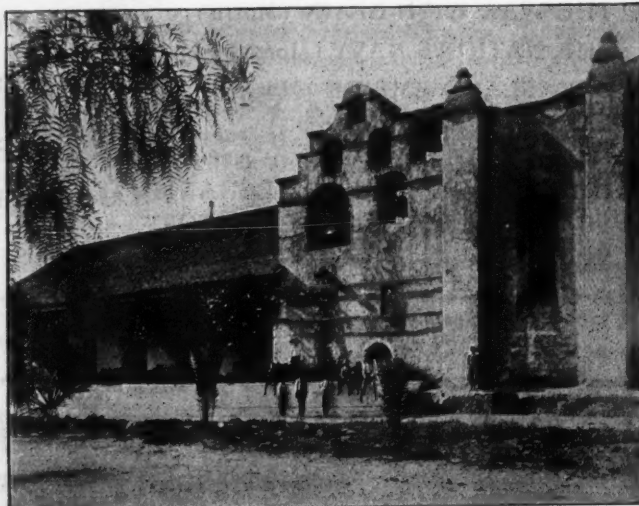
The school men, however, seem to think that such anxiety is decidedly exaggerated; and that they themselves without the aid of university professors or physicians can remedy any evils inherent in the present condition of affairs. And they must be credited with an attempt to give the amount of knowledge required and at the same time keep their pupils in good health. According to their theories the future of school work grows brighter and brighter. One of these theories and one that seems specially obnoxious to their opponents is that a strict division of the pupil's time be made in order that no part be "wasted," or, as the Prussian minister of education put it, "The exact division of the day, to which also the habit of early rising belongs, and the severe application to labor form, as experience has shown, the foundation for a healthy after life." This, as exemplified in one school, means that a thirteen year old boy is busy on four days of the week for seven hours a day, outside of his



State Normal School, Los Angeles, California.

as it were. There is but little of the romantic and imaginary in his life and dreams. So school work is simply a matter of mathematical arrangement. The child's voluntary and aesthetic, and "natural" nature as we think of it, has little consideration. The schools are instituted by the state for certain purposes. Beyond serving these purposes, purposes as seen from the economical and sociological standpoint of the military authorities, of national advancement, there is no call or place for individual development. The time is exactly divided and completely filled with work. The number of recitations a week, for instance, in the middle and higher schools seems to be everywhere thirty. (The American children rebel at twenty.) Of course the consequence is that the German nation is forging ahead at a tremendous pace. This sort of "facts, Sir" education tells in commercial as well as scientific life. Germany has surpassed the rest of Europe and is now crowding England very hard in the world commerce; and the growing competition with the United States has caused much of the irritation to be noticed in both lands this past year. And in science the German has long been regarded as the standard of excellence the world over. This superiority of mental development is brought home when one sees how easily the German students grasp and hold the details of a long scientific lecture,—details that bother an ordinary American to get into his head at all, to say nothing of remembering them.

But this excellence has not been attained without cost; and that cost is just now being brought into more or less prominence by means of the discussions between the physicians on one side and the school men on the other of the *Ueberbuerdungfrage*. The former say that thru unscientific arrangement and lack of foresight the school children are being overworked. For instance, Dr. Erb, of Heidelberg believes that the recent great development of nervousness,—especially of the one form (neurasthenie) due to uncompensated overstraining of the nervous system,—has one of its causes in the overwork of the children in the schools. While the modern



San Gabriel Mission, Nine miles east of Los Angeles, Cal.

THE NEW SCRIBNER TEXT-BOOKS

HISTORY OF THE UNITED STATES.

By WILBUR F. GORDY, Principal of the North School, Hartford, Conn. 12mo, 476 pages, 37 maps, 226 illustrations. \$1.00, *net*.
Third Revised Edition, including Chapter on the Spanish War, will be furnished on all orders next Fall.

HISTORY OF MODERN EUROPE.

By FERDINAND SCHWILL, Instructor in History in the University of Chicago. 12mo, 434 pages, with maps. \$1.50, *net*.
A suitable text-book for beginning students, and immediately adopted in over sixty High Schools and Colleges. Now in second edition.

SHORT HISTORY OF MEDIEVAL EUROPE.

By OLIVER J. THATCHER, Associate Professor of History in the University of Chicago. 12mo, 350 pages, with maps. \$1.25, *net*.
Companion volume to preceding and now in 13th thousand.

SHORT HISTORY OF SPAIN.

SHORT HISTORY OF FRANCE.

SHORT HISTORY OF GERMANY.

SHORT HISTORY OF ENGLAND.

SHORT HISTORY OF UNITED STATES.

By MARY PLATT PARMELE. Each 12mo. 60 cents, *net*.

ENGLISH COMPOSITION.

By BARRETT WENDELL, Associate Professor of English in Harvard University. 12mo, 316 pages. \$1.50.

Now in its eleventh edition and the basis of the improved instruction in English since 1893.

THE ENGLISH NOVEL.

By WALTER RALEIGH, Professor at University College, Liverpool. 12mo, 325 pages. \$1.25, *net*.

ENGLISH LITERARY CRITICISM.

Edited, with an introduction, by C. E. VAUGHAN. 219 pages, 8vo. \$1.50.

The aim of this volume is to sketch the development of criticism, and particularly of Critical Method in English; and to illustrate each phase of its growth by one or two examples taken from the most typical writers.

A STUDY OF ENGLISH PROSE WRITERS.

By J. SCOTT CLARK, Professor of English in the Northwestern University. 12mo, 800 pages. \$2.00, *net*.

By a happy combination of the inductive and deductive methods, the author brings into clear relief the salient features of the TWENTY-SIX writers studied. It is a study of, rather than about the Masters of English Prose.

THE SCRIBNER SERIES OF SCHOOL READING.

In Uniform Binding; each 12mo, *net*, 60 cents.

Fanciful Tales.

By FRANK R. STOCKTON. Edited with Notes for use in Schools by Julia Elizabeth Langworthy, with an Introduction by Mary E. Burt. 135 pages. Illustrated.

Children's Stories in American Literature.

By HENRIETTA CHRISTIAN WRIGHT. *First Book*, 1660-1860, 249 pages; *Second Book*, 1860-1896, 277 pages.

The Hoosier School Boy.

By EDWARD EGLESTON. Edition specially arranged by the Author for use as a Reader in Schools. 126 pp. Illustrated.

Poems of American Patriotism.

Chosen by BRANDER MATHEWS. 285 pages.

The Eugene Field Book.

Verses, Stories and Letters for School Reading. Edited by MARY E. BURT and MARY B. CABLE. Introduction by George W. Cable. 134 pages. Illustrated.

Odysseus the Hero of Ithaca.

By MARY E. BURT. A Translation of the Story of Odysseus as used in the Schools of Athens and Berlin. 120 pages, Illustrated.

Twelve Naval Captains.

By MOLLY ELLIOT SEAWELL. 233 pages. Illustrated.

The Cable Story Book.

Edited by MARY E. BURT and LUCY L. CABLE from the writings of G. W. Cable. 12mo, 176 pages. Illustrated.

THE GREAT EDUCATORS.

Edited by NICHOLAS MURRAY BUTLER. Each 12mo, \$1.00, *net*.

Horace Mann and Public Education in the United States.

By B. A. HINSDALE, Ph.D., LL.D., Professor of the Art and Science of Teaching in the University of Michigan. 12mo. \$1.00, *net*. [Ready.]

Thomas and Matthew Arnold and their Influence on English Education.

By Sir JOSHUA FITCH, LL.D., Late Inspector of Training Colleges in England. 12mo. \$1.00, *net*. [Ready.]

Aristotle and the Ancient Educational Ideals.

By THOMAS DAVIDSON, M.A., LL.D. 12mo, \$1.00, *net*. [Ready.]

Alcuin and the Rise of the Christian Schools.

By Professor ANDREW F. WEST, Ph.D., of the University of Princeton. 12mo. \$1.00, *net*. [Ready.]

Abelard and the Origin and Early History of Universities.

By JULES GABRIEL COMPAYRE, Rector of the University of Lyons, France. 12mo. \$1.25, *net*. [Ready.]

Loyola and the Educational System of the Jesuits.

By THOMAS HUGHES, S. J. 12mo. \$1.00. [Ready.]

Froebel and Education through Self Activity.

By H. COURTHOPE BOWEN, M.A., Late Lecturer on Education, in the University of Cambridge. 12mo. \$1.00, *net*. [Ready.]

Herbart and the Herbartians.

By CHARLES DE GARMO, Ph.D., President of Swarthmore College. 12mo. \$1.00, *net*. [Ready.]

Rousseau and Education According to Nature.

By THOMAS DAVIDSON, M.A., LL.D. [Ready.]

OUTLINES OF DESCRIPTIVE PSYCHOLOGY.

By GEORGE TRUMBULL LADD, LL.D., of Yale University. 8vo. Illustrated. \$1.50, *net*.

A SYSTEM OF ETHICS.

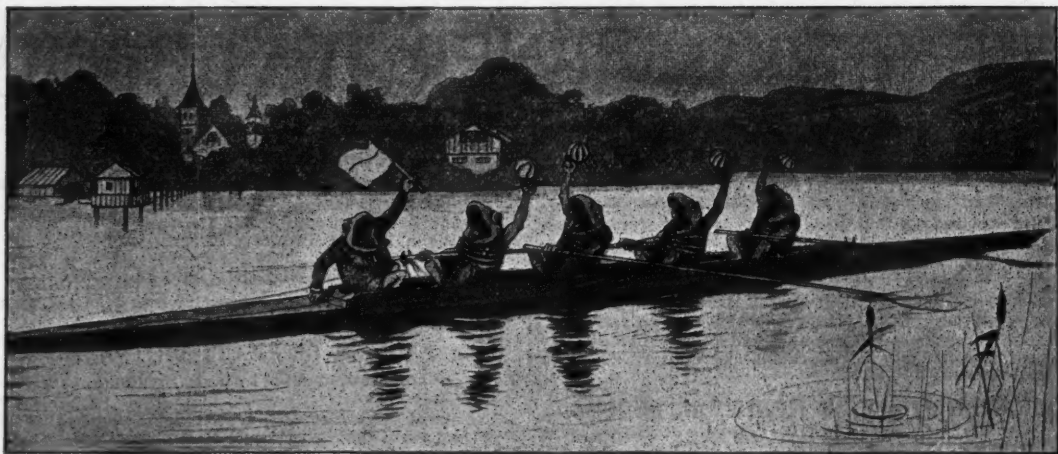
By FRIEDRICH PAULSEN. Translated and edited by Frank Thilly, Professor of Philosophy in the State University of Missouri. 8vo, 720 pages. \$3.00, *net*.

PSYCHOLOGY FOR TEACHERS.

A Text-book for the use of Teachers and Students in Normal Schools, Colleges and Universities. By C. LLOYD MORGAN, Principal of University College, Bristol, England. New Edition for America, with Preface by H. W. JAMESON, Associate Superintendent of Schools, New York City. Crown 8vo, \$1.00, *net*.

Teachers are invited to send for special circulars and to examine the above books with reference to class use.

CHARLES SCRIBNER'S SONS, New York and Chicago.



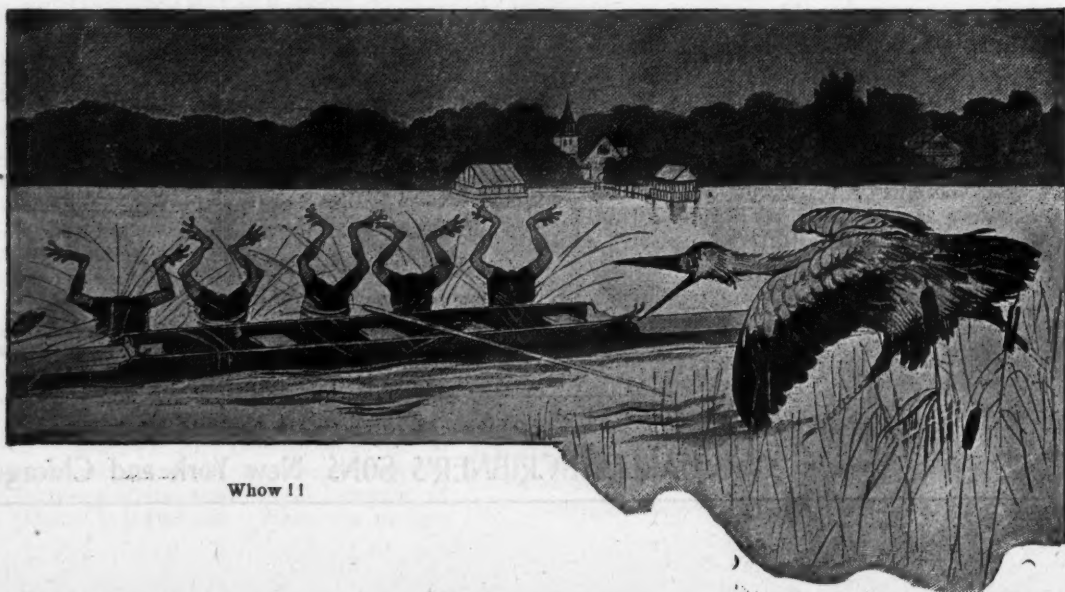
Hip, Hip, Hurrah !

home work. The afternoon has three hours of work. On two of these days he has four hours of foreign languages, on the third three with one of mathematics. On four days there are two hours of Latin, with one of Greek. On two days the Latin lessons, also the mathematics, are in the afternoon. At another school a "Sekundaner" has on an average eleven hours a day! This leaves for sleep at most only about six and one-half hours. The school men say with Richter that recreation comes from change ("Im Wechsel liegt die Erholung.") This is one way of showing their standpoint, to which I have already alluded. They treat the child as army officers treat a soldier. Any other difference than that of size between the child and the adult does not seem to be considered.

The physicians maintain on the other hand, that, for healthy growth, free and unconstrained exercise in the open air is necessary. And, further, that there is but a half truth in Richter's saying; for only under certain conditions and to a limited extent does change give rest. They call attention to the fact that the mind differs from the body as to the effect of fatigue. If one tires a certain set of muscles, these can rest while another set works. But when any part of the brain is tired, not only the rest of the brain but also all the body is tired too. Therefore, brain workers must have shorter hours and more complete rest than manual laborers. That feeling of eager energy for the accomplishment of a new work that comes from a change of work depends upon the previous condition of the body-fatigue and also upon the frequency of the change. We know this from our own experience. But just how to know when a person has had enough of one work, when another should be given, and how many changes are admissible, has never been

established. Therefore since such knowledge is necessary to the settling of such a discussion as the present one, the university men have set to work to ascertain some means by which we may test a child's ability to work or his relative fatigue, and also the amount (relatively, of course), of exertion required in each of the school lessons. The pupil's feelings cannot be depended on or we would have no school at all. The question is, as you see, twofold and yet one. This fact has made some of the experiments and discussions of no value, since provision was not made whereby both elements could be represented. All agree that all studies do not make the same draft on the pupil's strength. However, common experience can to some extent be called on to determine this; so the more important question is, At what point is further work unprofitable and when should work be interrupted by a rest?

The first experimenters used arithmetical and dictation exercises inserted at intervals thruout the school day to determine the effect of the lessons on the mental ability and to determine which are the most exhausting. The idea is that a pupil will, owing to fatigue, make more mistakes in work done late in the day than in that done early in the morning. The averaging of the number of mistakes and of their rate of increase should furnish data for the standards required. Since, however, this test is entirely mental it does not seem to give a complete and satisfactory measurement of pure fatigue. This comes from the fact that practice, memory, and other factors influence the correctness of the solution of problems, or of transcriptions, and we do not know what discount to allow for the increasing accuracy due to practice, as that of the ear in catching sounds, yet this has the effect of counterbalancing the effect of fatigue. To illustrate, here is what



Whow !!

"FROM SEA TO SEA."

By RUDYARD KIPLING. (*Thirtieth Thousand.*)

2 Volumes. About 800 pages. Binding, cloth, decorated. Boxed, \$2.00.

THIS is an authorized edition of the collected letters of travel which Mr. Kipling has written during the last ten years and has just edited and revised. It includes hitherto unpublished matter as well as an accurate text, for the first time, of the "American Notes," with "Letters of Marque," "The City of Dreadful Night," "The Smith Administration," etc., etc.

"THE DAY'S WORK."

By RUDYARD KIPLING. (*102d Thousand.*)

Illustrated. 431 pages. \$1.50.

HIS is a law unto his extraordinary self—solitary and universal. He is romantic, but not a romanticist; sentimental, but not a sentimentalist; popular, though he would spit upon the name of populist; practical and scientific, as befits his epoch, but not a realist; Homeric at times, but assuredly no epic bard; patriotic in the highest degree, but after a fashion never observed in a British subject before. He is unique and unclassifiable, because he is of the future; an inquisitive and impetuous forerunner of that twentieth century which will be in full swing by the time he is as old as a man must usually be before acquiring a solid reputation as a distinguished writer."—*Atlantic Monthly*.

Departmental Ditties and Ballads and Barrack-Room Ballads. (Revised Edition.) 25th Thousand.

THIS is the first authorized American edition of "Departmental Ditties," which Mr. Kipling has just corrected and revised. Since the volume contains both "Ditties" and "Ballads," it makes (with "The Seven Seas") the definitive collection of the author's poems thus far.

Size, 5½x8¼; Pages, 399; Binding, cloth, decorated, uniform with "The Day's Work"; Price, \$1.50.

Photographing Birds and Butterflies in Color

COLOR photography, as developed in the last year or two, has made possible three remarkable nature books we have published, the pictures in which will probably surprise you unless you have kept up with such matters very closely. They are photographed direct from the birds and butterflies, and only three colors are used in printing, yet the results are generally absolutely accurate renderings of the original hues. Like all our books they will be "sent on approval."

THE BUTTERFLY BOOK. By DR. W. J. HOLLAND.

Second Edition. 48 COLORED PLATES AND HUNDREDS OF TEXT ILLUSTRATIONS SHOWING OVER 1,000 SPECIES OF AMERICAN BUTTERFLIES.

Dr. Samuel H. Scudder, the foremost authority on the subject, says in *Science*, "The 48 plates have been reproduced by the new process known popularly as 'three-color printing,' and this is its first application, so far as we know, to butterflies. It is, however, an unquestionable and surprising success, destined—if the extraor-

dinarily low price at which the book is sold be any guide—to come into very general use. The work will surely command a large sale and prove a great stimulus to the study of butterflies. Certainly we have never before had such a generous aid to those wishing to cover the whole field."

Size, 7¼ x 10½; pages, 382; binding, cloth; type, 11-point; illustrations, 48 colored plates and many text cuts. Price, \$3.00, net.

BIRDS THAT HUNT AND ARE HUNTED. By NELTJE BLANCHAN.

Tenth Thousand. 48 COLORED PLATES, 170 GAME BIRDS, WATER FOWL AND BIRDS OF PREY DESCRIBED. INTRODUCTION AND ANNOTATIONS BY G. O. SHIELDS ("COQUINA").

"Sportsmen will especially relish the forty-eight colored plates, which show the more important birds in characteristic poses. They are probably the most valuable and artistic pictures of the kind available to-day. There is a charm of reality in the author's pre-

sentations utterly fascinating to the sportsman. . . . To the ordinary observer, these plates will repay close study and prove a sure means of identification."—*Literature*.

Size, 7¼ x 10½; pages, 389; type 10-point; binding, green cloth; illustrations, 48 colored plates. Price, \$2.00.

BIRD NEIGHBORS.

Twentieth Thousand. By NELTJE BLANCHAN. 52 COLORED PLATES; 150 COMMON BIRDS DESCRIBED. INTRODUCTION BY JOHN BURROUGHS.

"As an aid in the elementary study of bird-life, nothing has ever been published more satisfactory than 'Bird Neighbors.' . . . Excellent plates of birds in natural colors . . . make possible

the identification of many birds even by the unpracticed eye. In this feature no popular 'bird-book' of moderate price can be compared with 'Bird Neighbors'."—*Review of Reviews*.

Size, 7¼ x 10½; pages, 280; type, 10-point; binding, green cloth; illustrations, 52 colored plates. Price, \$2.00.

Flashlights on Nature.

By GRANT ALLEN

Size, 5¼ x 9¼; pages, 312; illustrations, 120; unique wood binding; type, 11-point. Price, \$1.50.

How to Plan the Home Grounds.

By SAMUEL PARSONS, JR.

Size, 5 x 7½; binding, cloth; pages, 249. Price, \$1.00 net.

Songs of Action.

By A. CONAN DOYLE.

Second Edition. Size, 5 x 7; pages, 144; binding, silk basket cloth. Price, \$1.35.

Tales of the Real Gypsy

By PAUL KESTER.

Size, 4¼ x 7; binding, cloth; pages, 312; type, 11-point. Price, \$1.00.

DOUBLEDAY & McCLURE CO., 141-155 E. 25th St., New York.

Dr. Kroepelin, of Heidelberg, says about an experiment of Prof. Schulze's, of Leipzig:

"He had girls of 12 and 13 years on two days in changing order add single figures and copy letters. On the first day these exercises alternated with each other in periods of 25 minutes; on the second two divisions of adding alternated with two divisions of transcription. Between the periods a rest of 5 minutes was given. As one can easily see, this does not answer the purpose announced (to ascertain whether half hour or hour periods are the more fatiguing). All champions of shorter lesson periods have put themselves in opposition to the evils of the *uninterrupted* hour, while in this case the lesson lasted only 25 minutes. The experiments do not therefore touch the question whether we should use half or whole hour periods; they show only the profit or the loss in the change of work. Schulze shows that more was accomplished on the second day than on the first, even when the influence of practice is considered. He draws from this the entirely unauthorized conclusion that his pupils accomplished more in whole than in half-hour periods. The fact is that only this conclusion can be drawn, that under the given conditions with short rest periods more favorable results were obtained in a continuation of the same work than with a change of work. This result would contradict the preconceived notion that the change of itself gives recreation. But we can easily understand that in the change of work the excitement which had been acting up to that point would be nearly all lost. In the new activity a new spirit must be developed, while a continuation of like work after a pause of only 5 minutes is much easier. But it is necessary to look at Schulze's figures a little more closely. Evidently the activities of the two days are not to be compared with each other without remembering that the lessons had different positions the two days. On the first day the adding was first and third—on the second, first and second; while the writing changed from second and fourth to the third and fourth. Since the fatigue due to work increases gradually in the course of the lesson, different results were to be expected, even if other circumstances remained the same. In order to make the effects of exercise as stable as possible let us compare like sections with each other. Then it appears that on the first day the second exercise in adding accomplished 97.4% of the first; on the second day 102%. It would appear from this that a continuation of the same work had a much more favorable effect than a change. But this result suffers a little when we consider the different positions of the exercises. On the second day the second adding exercise was less under the influence of fatigue than on the first day. It is not easy to estimate the influence of this. In other experiments (those of Oehrn) 1.5% more was accomplished in adding in the second than in the third period of work. Even with this allowance the change of work was unprofitable. But it is to be noted that in Oehrn's figures the difference between individuals rose as high as 8%, and that they were for adults. We can believe, however, that with the children the tendency to tire is greater, and that the decrease in effectiveness within the separate tests was more rapid. On the other hand Oehrn worked without a pause, a circumstance that would increase the effects of fatigue. So we must come to the conclusion that no very final meaning can be given to Schulze's experiment with adding. If one wishes to give it any force one could say that under the given conditions the continuation of similar work in two successive divisions was on account of the excitement a little more effective than a change of work.

"In writing the second test on the first day was 95.2% of the first, on the second day, 92.7%. The effect of practice was overcome by fatigue. Therein, the second day, in contrast to the adding, resulted more unfavorably than the first. This will appear the plainer if we remember that due to its latter position, the second day's writing test must show less effectiveness than on the first. The decrease, therefore, appears smaller than it

really was. So in writing the continuation of work was more unfavorable than a change, or interruption by the adding. The explanation of this disagreement with the adding test is very simple. The quickness of writing depends upon the ease of the muscular work. The slowness measured here depends on the fatigue of the muscles. The muscles used in writing had a chance to rest during the adding. But on the second day these muscles were used for an entire hour with only a short rest, so that muscular fatigue came into greater play. Someone will perhaps ask why the interruption of the adding by the writing did not have a similar favorable result, since a recreation from the mental work of adding was to be expected. But we must remember that the tiring of single muscles, as in writing, is doubtless confined to these muscles, and it can be removed during activity of another sort. But in mental labor the fatigue is not confined to any one spot. Especially was the writing little or no rest for the mind since the girls in order not to be influenced by the meaning of the words had to write them out backwards,—a task that required close attention."

This discussion shows both some of the difficulties of the problem and also how thoroly it is being worked.

But more lately another method of measuring fatigue, and therefore of obtaining data as to the effect of school work upon children has been devised. This depends upon the fact that fatigue, whether mental or physical shows itself thru a decrease in the sensitiveness of the skin, or peripheral nerves. The school physiologies have made familiar to us the test of this sensitiveness by means of compasses. The distance to which the points of the compasses can be separated and yet the skin perceive but one point is an index of the sensitiveness of the skin in that part of the body. This distance even for any one spot has been found to vary, and to vary with the fatigue. So the experimenters test this sensitiveness in school children at regular intervals thruout the day,—both of school days and of holidays—and thereby finally find a normal, a maximum, and the various minima. It is found that school tires children more than the practical work in the trade schools. The distance between the points increases more during an examination than during a regular lesson. On holidays the sensitiveness does not decrease so much as on school days. The sensitiveness by some pupils is not so high when school begins in the morning as somewhere during the forenoon. This is used as an argument to make the beginning of the school day later, instead of half past seven as is usually now the case. Another interesting fact is that religion is the most fatiguing of the studies of the German school boy. Then follow mathematics and Latin. These results agree so perfectly with experience that it is believed that by the tabulation of many experiments, the desired standards and limits can be obtained.

In general, the physicians are asking the school men to regulate the work of the school not for the healthiest and brightest but for the average. This average is, they maintain, far below the standard of the best. This results in great injustice being done to the slow and weak.

They have fears also that departmental teaching is liable to overwork the pupils in that the teachers are teaching subjects, not children, and be they ever so conscientious they do not know the work of the pupil and therefore cannot always apportion their lessons aright. And that in their anxiety to accomplish much work they give too much rather than too little.

While the discussion assumes other forms than it would in some places in America, as for instance, no plea is made that the teacher of primary children should regard it as her chief business to entertain and amuse the children and flatter the parents, nevertheless its results will be of immense value to American educators. The German schools have many things in their curricula that are not yet fully introduced in America, therefore the results here, as well as such criticisms as those of the present discussion should be carefully studied.

HOUGHTON, MIFFLIN & CO.

The Best Literature for Schools, Colleges, and Libraries.

THE RIVERSIDE LITERATURE SERIES.

Over 150 issues of unabridged British and American Masterpieces With Introductions, Notes, and Historical and Biographical Sketches. Bound in paper and linen at prices from 15 to 60 cents, *net*.

THE RIVERSIDE PRIMER AND READER.

206 pages. Strong paper, 25 cents, *net*; cloth, 30 cents, *net*.

THE HIAWATHA PRIMER.

Based on Longfellow's Song of Hiawatha, and designed for use as the child's first book in reading. By Florence Holbrook. 147 pages. Cloth, 40 cents, *net*.

THE RIVERSIDE SONG BOOK.

120 Classic American Poems set to Standard Music. In strong paper covers, with cloth back, 30 cents, *net*; boards, 40 cents, *net*.

THE RIVERSIDE SCHOOL LIBRARY.

50 volumes of literature chosen with the advice of the most prominent educators of this country. With Portraits, Illustrations, Biographical Sketches, and necessary Notes and Glossaries. Bound in half leather at 50, 60, and 70 cents, *net*. The set, \$24.90, express unpaid.

ROLFE'S STUDENTS' SERIES.

11 volumes of Standard English Poetry (uniform with Rolfe's Shakespeare). Edited by W. J. Rolfe, Litt.D. With Notes and Illustrations. Each volume, 75 cents; to teachers, 55 cents.

MODERN CLASSICS.

84 volumes, pocket size. Each bound in cloth, about 310 pages, 40 cents, *net*. The set, \$11.50, express unpaid.

AMERICAN POEMS.

Edited by Horace E. Scudder. With Biographical Sketches and Notes. Revised Edition, \$1.00, *net*.

AMERICAN PROSE.

Complete Selections. Edited by Horace E. Scudder. With Introductions and Notes. Revised Edition, \$1.00, *net*.

MASTERPIECES OF AMERICAN LITERATURE.

Complete Selections. With Portrait and Biographical Sketch of each author. \$1.00, *net*.

MASTERPIECES OF BRITISH LITERATURE.

Complete Selections. With Portrait and Biographical Sketch of each author. \$1.00, *net*.

COLLEGE REQUIREMENTS IN ENGLISH

For "Careful Study," for 1900, 1901, 1902. Crown 8vo, 672 pages, \$1.00, *net*.

CLASSIC TRANSLATIONS.

Students' Editions of Bryant's *Iliad*, Bryant's *Odyssey*, Palmer's *Odyssey*, and Cranch's *Æneid*. Each, \$1.00, *net*. Also Palmer's *Antigone*, and More's *Prometheus Bound*. Each, 75 cents.

Books About Literature.

Richardson's *Primer of American Literature*. Revised Edition. 35 cents, *net*. Botta's *Hand-Book of Universal Literature*. Revised Edition. \$2.00, *net*. Adams's *Dictionary of American Authors*, \$3.00; Bates's *Talks on Writing English*, and *Talks on the Study of Literature*, Each, \$1.50; Bart's *Literary Landmarks*. 75 cents; and many others.

United States History and Civil Government.

FISKE'S HISTORY OF THE UNITED STATES FOR SCHOOLS. With Topical Analyses, Suggestive Questions and Directions for Teachers, by Frank A. Hill. \$1.00, *net*.

FISKE'S CIVIL GOVERNMENT IN THE UNITED STATES. With Questions prepared by Frank A. Hill, formerly Headmaster of the Cambridge (Mass.) English High School. \$1.00, *net*.

Natural History.

CORN PLANTS.

By Frederick Le Roy Sargent. Illustrated, 75 cents.

EVERY-DAY BUTTERFLIES.

By Samuel H. Scudder. Fully Illustrated, \$2.00.

A FIRST BOOK OF BIRDS.

By Olive Thorne Miller. Fully Illustrated, \$1.00.

Also many books by Burroughs, Miller, Torrey, Merriam, Bolles, Bailey, Scudder, etc.

Inviting New Books.

JAMES RUSSELL LOWELL AND HIS FRIENDS.

By Edward Everett Hale, D.D. With many portraits and other illustrations. 8vo, \$3.00. A wonderfully charming book of biography and reminiscence.

LIFE OF EDWIN M. STANTON.

By George C. Gorham. With portraits, maps, and fac-similes of important documents. 2 vols., 8vo, \$6.00. A Life of Lincoln's great Secretary of War.

LETTERS OF THOMAS CARLYLE TO HIS YOUNGEST SISTER.

Edited with an introduction, by Charles T. Copeland, Lecturer on English Literature in Harvard University. With portraits and other illustrations. Crown 8vo, \$2.00.

THADDEUS STEVENS.

By Samuel W. McCall. A notable addition to the "American Statesmen" series. 16mo, \$1.25.

THRONE MAKERS.

Papers on Bismarck, Napoleon III., Kossuth, Garibaldi, Carlyle, Tintoret, Giordano Bruno, and Bryant, by William R. Thayer, author of "The Dawn of Italian Independence," etc. Crown, 8vo, gilt top, \$1.50.

THROUGH NATURE TO GOD.

By John Fiske. A small book dealing in the clearest style and most candid spirit with some of the profoundest problems of human life and thought. Uniform with Mr. Fiske's "Destiny of Man" and "Idea of God." Each, 16mo, \$1.00.

Cambridge Edition of Great Poets.

THIS EDITION of great poets has been received with marked favor by the most competent judges, both for the wealth of poetry in convenient form and for the thorough and intelligent care with which it is edited. Each volume contains a fine portrait of the author and an engraved title-page with a vignette, generally of the poet's home. All have biographical sketches specially prepared for this edition; they are edited with uncommon thoroughness and care, to secure accuracy of text and to add all necessary notes; and they have indexes of titles and first lines of all the poems, with chronological indexes, giving the volumes a completeness which adds greatly to their value. Each is a large crown octavo, printed on opaque paper, and bound in handsome library style.

Price (except Browning), each, cloth, gilt top, \$2.00; half calf, gilt top, \$3.50; tree calf or full levant, \$5.50.

Browning, cloth, gilt top, \$3.00; half calf, gilt top, \$5.00; tree calf or full levant, \$7.00.

THE EDITION COMPRISES:

LONGFELLOW, WHITTIER, HOLMES, TENNYSON, LOWELL, BROWNING, BURNS, MILTON.

"The Riverside Press, which has rendered so much genuine service to American Literature, has done nothing better in its way than the publication of one-volume standard editions of the poets... notable for intelligence and completeness of editorial treatment."—*The Outlook* (New York).

Descriptive Circulars of the books mentioned above and of many others suitable for School, College, and Library use, will be sent to any address on application. Correspondence solicited.

HOUGHTON, MIFFLIN & COMPANY,

4 Park Street, Boston.

11 East 17th Street, New York.

378-388 Wabash Avenue, Chicago.

Professional Reading Courses for Teachers.

The eleventh volume of *Educational Foundations* beginning in September, 1899, will contain several new features of a decidedly helpful character. The aim of this publication since its establishment has been to provide a carefully planned course of reading in pedagogy. To that plan it has steadily adhered, with the sympathy and support of a large body of thoughtful students of education. It has been constantly kept in mind that the study of teachers should be along two lines, one relating directly to their profession, the other tending to general culture. Until now it has not been practicable to provide a systematic course in studies wholly outside of the field of pedagogy and related sciences. Beginning with the September number, however, the editor is enabled to offer courses in literature and history in addition to the features found in the present and previous volumes. The publishers have consented to a substantial increase of the number of pages, and thus the new departure can be made without changing the character of this magazine in any respect and without deducting in the least from its value as a guide in pedagogical studies.

Nineteenth Century Studies.

It has seemed most fitting in the last year of the century that the thought of *Educational Foundations* should be connected with the achievements of the nineteenth century in pedagogy, in literature, in civilization. The following outline indicates the great value that this magazine will have for professional study during the coming year.

A Course in American Literature.

There is no question that knowledge of our national literature is of the highest importance as an essential element of culture and that teachers especially ought to be at home here. The course in American literature will be conducted by Professor J. Scott Clark, of Northwestern university, who is widely known as the author of Clark's "Practical Rhetoric," and the recently published "Study of English Prose Writers," which is without doubt the best work for school use and self-study published thus far. It is based upon the laboratory method and affords a splendid opportunity for getting at essentials. Professor Clark has just received the honorary degree of Litt.D. from Syracuse university. The readers of *Educational Foundations* are to be congratulated that he, tho a very busy man, has consented to give them the benefit of his comprehensive knowledge and wide experience in the teaching of American literature.

Nineteenth Century History.

This course will aim to present the achievements of the century just closing. It will review what has been accomplished in art and invention, in government, in a word, it will deal with the advance of civilization. How far has the world moved in the century whose close we are about to see, is the question that will be treated. Such a view of the history of the nineteenth century will be found most valuable. To teachers' reading circles this course ought to prove of especial interest, as it affords unlimited scope for stimulating especial and view-broadening discussion.

The course will be in charge of Supt. Wm. E. Chancellor, of Bloomfield, N. J., who has for many years made a special and comprehensive study of history. He was for some time head of the department of history in Erasmus Hall high school, Brooklyn, and later was lecturer on history and psychology in the School of Political Science of the Brooklyn Institute of Sciences and Arts. He is particularly well qualified to present the wonderful social and economic progress made in the present century and is a highly interesting speaker and writer. The course begins with the September number and will give a concise but comprehensive review of the history of the nineteenth century, together with study hints and bibliographical notes. The whole course will be an exception-

ally profitable one and ought to appeal not only to educators but to all who take an interest in the broader study of human affairs.

Pedagogy.

Educational Foundations during the past ten years has stood first for the systematic study of education. It will not lose its distinctive character in any degree because of the new features. The courses in literature and general history are simply additions to what has been formerly given. The departments of pedagogical study will be continued as heretofore. They will be strengthened in every way, and the articles in each department will be made as far as possible to represent a continuous series of strictly logical sequence so as to fit them even better to the needs of schools and reading circles. As far as practicable, each department will relate to the advance in educational theory and practice during the nineteenth century.

Child Study and Psychology.

The department of child study will be devoted to a phase of the subject which the editor regards as of highest importance from an educational standpoint, and that is the *study of the individualities of children*, with a view of determining their peculiar needs. In other words, the department will discuss the question as to the best ways and means of getting at the most vital and fundamental considerations of teaching.

The translation of Lange's monograph on Apperception will be continued thruout the year. This work is universally and justly regarded as the greatest pedagogico-psychological classic of the century.

One translation of the second edition of this work has already been published in this country, but it is so obviously defective in many respects that a careful rendition of the thoroly revised fifth edition will be found a most desirable contribution to our educational literature.

Principles and Method.

Under the department of principles and method will appear a continuation of the study of Herbart's system of education on the basis of his own outlines of pedagogic lectures. This work has not been brought to the attention of English-speaking readers heretofore, tho it contains perhaps the best pedagogic thought of Herbart.

Conclusion.

Reading courses for teachers can now be planned for next year on the basis of the above statements, with the certainty that the EDUCATIONAL FOUNDATIONS course will be unsurpassed in interest and solid value.

Hughes' "Mistakes in Teaching."

As in previous years the readers of *Educational Foundations* will receive an important educational book free. The plan for the new year will be to issue one number early in the year containing complete those two well-known books of Inspector James L. Hughes, of Toronto, *Mistakes in Teaching* and *How to Keep Order*. *Mistakes in Teaching* is the most practical, helpful, common-sense book for the teacher published.

This is the only complete and only correct edition of the book. For the young teacher it is simply invaluable. For the experienced teacher there are suggestions on



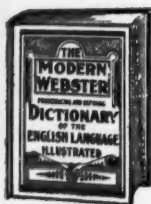
JAMES L. HUGHES.

every page that will lead to better work, no matter how successful she may be. Every principal will find his school improved thru the study of this book by the teachers. County superintendents, anxious to leave a record of more efficient schools, will contribute toward that result so much in no other way as by seeing that every teacher under his supervision reads *Mistakes in Teaching*. City superintendents can re-

LAIRD & LEE'S EDUCATIONAL HELPS

Reference Works. Encyclopedias. Dictionaries—English, German, Spanish, and French, etc.

THE BOSTON TIMES says: "Laird & Lee, of Chicago, beat the world with their series of books of information."



Now Used in the Public Schools.

THE MODERN WEBSTER PRONOUNCING AND DEFINING DICTIONARY OF THE ENGLISH LANGUAGE.

60,000 Words and Definitions, printed from new, clear type. 432 pages. A Revised Edition. Contains Abbreviations in Common Use, Proof-Reading, Phrases from Foreign and Classical Languages, Etc.

ANSWERS EVERY DEMAND FOR TEACHERS, STUDENTS, THE HOME OR OFFICE.

Stiff cloth binding, red edges, not indexed, 25 cents; stiff silk cloth, red edges, with thumb index, 50 cts. Flexible Morocco, \$1.

The *Ram's Horn* says of it: "There are dictionaries, and then again there are dictionaries, but 'The Modern Webster' is the acme of perfection in this line."

LEE'S GUIDE TO PARIS AND EVERY-DAY FRENCH CONVERSATION.

Specially compiled for American Tourists, by Max Maury, A.B., LL.M., of the University of Paris. 15 half-tone illustrations, official colored map of the Exposition Grounds, showing location of buildings, etc., and 23 other maps, on which are shown all the points of interest, prominent buildings, monuments, etc., of Paris. Also about 30 pages of valuable general information and hints regarding French customs and habits, and some 60 pages containing the vocabulary and phrases needed for shopping, ordering, and finding one's way. Under every word its pronunciation is carefully indicated.

Paris and its Splendor!

If you expect to go to Paris in 1900, GET THIS BOOK NOW and practice on its contents with your friends. YOU CAN HAVE NO BETTER PREPARATION. An easy method of learning French. Will save trouble, time, and money. Bound in silk cloth, 50 cents. Morocco, gilt, \$1.00.

LEE'S POCKET ENCYCLOPEDIA BRITANNICA.

445 pages. Illustrated with 84 original portraits, 6 full-page maps. Covers a field peculiarly its own. Indispensable in every home and office. Limp cloth, red edges, 25 cents; extra silk cloth, red edges, 50 cents; leather, full gilt, \$1.00.

LAIRD & LEE'S VEST-POCKET WEBSTER DICTIONARY.

The original and only complete edition. Stands alone and incomparable. More than one million copies sold, and it still leads. Contains, also, a Gazetteer of the World, Rules of Etiquette the World's Decisive Battles, Punctuation, Etc., Etc. Fully indexed. Silk cloth, 25 cents; Russia leather, full gilt, 50 cents.



The Recognised Standard.

SALVA-WEBSTER SPANISH-ENGLISH AND ENGLISH-SPANISH DICTIONARY.

384 pages, 40,000 words, and about 60,000 meanings. Thoroughly revised and absolutely perfect. Pronunciation fully explained, with the Lord's Prayer and other matter, as reading exercises. Abbreviations, irregular verbs, conversation, correspondence (social and commercial), proper names, biographical notes, geography of Spanish-speaking countries, with colored maps specially engraved; foreign coins and measures, etc.—all in both languages. Undoubtedly the most complete Dictionary of its size published in the world. Limp cloth, no index, 30 cents; stiff silk cloth, double index, 60 cents; morocco, full gilt, two thumb indexes, \$1.00.

This new morocco bound Salva will satisfy the most exacting. A most charming volume.



THE GRIMM-WEBSTER GERMAN-ENGLISH ENGLISH-GERMAN DICTIONARY.

30,000 words defined in both languages. German spelled according to the new Puttkammer orthography; an educational necessity. Illustrated. Limp cloth, no index, 25 cents; stiff silk cloth, double index, 50 cents. Morocco, gilt, \$1.00.

LAIRD & LEE'S VEST-POCKET LITTLE-WEBSTER ENGLISH-FRENCH AND FRENCH-ENGLISH DICTIONARY

By Max Maury, A.B., LL.M., of the University of France. Late Head Master of French in leading American Schools. An entirely new work. An educational necessity.

60,000 WORDS AND MEANINGS, WITH A COMPLETE GUIDE TO FRENCH PRONUNCIATION.

The grammars of both languages (with all irregular verbs) and a GEOGRAPHICAL ENCYCLOPEDIA. A marvel of accuracy, precision, and completeness. Flexible cloth, indexed, 25 cents; morocco, gilt, indexed, 50 cents.



LAIRD & LEE'S VEST-POCKET PRACTICAL SPANISH INSTRUCTOR.

Pronunciation made plain. One sound for each letter. Easily understood. Highly endorsed by Army and Navy officials, and by the public generally. Limp cloth, marbled edges, 25 cents; morocco, full gilt, 50 cents.

CHOICE LIBRARY BOOKS.

TAN PILE JIM;

OR, A YANKEE WAIF AMONG THE BLUE NOSES. By B. Freeman Ashley. 12mo, cloth, illustrated, \$1.00.

"A classic in the literature of youth." Has won for its author the hearts of thousands of children, parents, and teachers.

AIR CASTLE DON;

OR, FROM DREAMLAND TO HARDPAN. By B. Freeman Ashley. 12mo, cloth, illustrated, \$1.00.

It lacks neither humor, sentiment, nor originality. It is a long time since so desirable a book has been within the reach of the young folks.

DICK AND JACK'S ADVENTURES ON SABLE ISLAND.

By B. Freeman Ashley. 12mo, cloth, illustrated, \$1.00.

This is one of the most dangerous islands of the Atlantic Ocean, and was the scene of the terrible La Burgogne disaster. The story is full of action with a good vein of humor running throughout.



Edition de Lux.

THE HEART OF A BOY.

From the 212th edition of Edmondo De Amicis, 8vo, cloth, 60 illustrations (33 half-tones), \$1.25.

It holds one spellbound to the last page and no one ever finished it without being inspired for nobler work.

Special School Edition. Illustrated. Silk cloth, gold and ink stamped. 75 cents.

OPIE READ'S EXQUISITE WORKS OF FICTION.

"His narratives read more like pages from real life than romance." —Chicago Inter-Ocean.

MY YOUNG MASTER. THE JUCKLINS. A TENNESSEE JUDGE. OLD EBENEZER. ON THE SUWANEE RIVER. A KENTUCKY COLONEL.

Printed on fine laid paper, bound in Holliston cloth, gold tops, ornamental covers in gold and ink, six volumes in a box, \$6.00; each, \$1.00.

Ready Sept. 1st,

OPIE READ'S LATEST NOVEL

Entitled

THE CARPETBAGGER.

Based on the celebrated play of same name. This Masterpiece of Fiction is sure to find its way into all libraries. Illustrations drawn from life. Cloth, gilt top, \$1.00.

REX WAYLAND'S FORTUNE;

OR, THE SECRET OF THE THUNDERBIRD. By H. A. Stanley. Strikingly illustrated with half-tone and line engravings and handsomely bound in cloth, with attractive cover design in gold, silver, and ink, \$1.00.

Full of intensely interesting and valuable Siwash history, legends, traditions, etc., and is really founded on hidden treasure, the secret of which is disclosed by Princess Angeline and her father, Chief Seattle. The whole story is graphic, plausible, and remarkable.



For sale by all Booksellers and School Supply Agents, or sent, postpaid, on receipt of price, by

Our Illustrated Catalogue sent free to any address on application.

LAIRD & LEE, Publishers, 263 Wabash Av., Chicago, Ill.

commend nothing more directly tending to the improvement of their schools. Teachers of country schools who must depend largely upon their own efforts for guidance in their work will find this an invaluable help.

How to Keep Order is no less helpful in its own field. Good order is, of course, the first essential for good teaching. This book is recognized as the best treatise on the subject.

To provide for those teachers who may already have these books, we will substitute, whenever desired, either of the following books: Page's "Theory and Practice of Teaching," Payne's "Lectures on Education," Quick's "Educational Reformers," or Sinclair's "First Years at School."

Who and Why.

Educational Foundations is

Not a paper of methods and devices;

Not a newspaper;

Not a mere review of education.

It is designed to furnish a systematic, progressive, well-planned course of study

For Teachers' Reading Circles;

For Teachers, Meetings under the direction of Superintendent or Principal;

For Educational Clubs composed of teachers, parents, and others interested in education;

For Normal School pupils as supplementary to the regular work in pedagogy;

For the thousands of individual teachers who are ambitious for professional improvement.

Educational Foundations is best adapted for all these uses, because

It gives a broad knowledge of educational science;

It stimulates thought and makes readers grow professionally;

Its General Culture courses are intensely interesting and profitable;

Its monthly form aids the cultivation of a habit of systematic study;

Its size is convenient;

Its price is very low—within the reach of all.

Terms.

Educational Foundations will be increased, beginning with September, 1899, by 16 pages. Each number will then contain 80 pages. This means 800 pages for the year—equivalent to three ordinary dollar books. Hughes's *Mistakes* and *How to Keep Order* alone cost 65 cents in the usual form. The price of a year's subscription remains \$1.00, in spite of the increase in size.

Special terms will be made to clubs, and these terms will be quoted on application to the publishers, who invite correspondence from superintendents, principals, and teachers interested in courses of study for the improvement of teachers. *Educational Foundations* will provide a most excellent course of reading for the many "Mothers' Clubs" which have been organized for the study of educational subjects. Address:

E. L. KELLOGG & CO., 61 East Ninth St., N. Y.

Thanks are extended to the advertisers in this special issue, without whose co-operation such a beautiful number would not have been possible. Comprehending and appreciating the efforts of this periodical to magnify education and the office of the teacher, they have taken space liberally. For mutual benefit mention, when writing for information or catalogs, that you saw their announcements in *THE SCHOOL JOURNAL*.

The Index of the fifty-eighth volume will be printed in next week's issue of *THE SCHOOL JOURNAL*.

About Supplementary Reading.

WHEN a school board recommends a book for supplementary reading it means that it contains valuable information, and is so written that the youthful student will find reading it not a task but a pleasure. Such a recommendation is a high compliment. It shows that a book ought to succeed, but goes far toward assuring its success.

AMONG the following books recommended by the school boards of New York and other great cities may be mentioned first "The Century Book for Young Americans," telling how the government of the United States is administered; "The Century Book of Famous Americans," describing trips to historic homes; "The Century Book of the American Revolution," recounting the story of the famous battles of over a century ago, and showing how the old battlefields look today. In each of these volumes Mr. Elbridge S. Brooks records the conversation and adventures of a party of young folks visiting historic scenes under the guidance of a well-informed uncle, who talks most entertainingly.

AWORK similar in character, tho different in style, is "Hero Tales from American History," by Senator Lodge and Governor Roosevelt. This deals with the battles of Trenton, Bennington, and New Orleans, and the personal deeds of such men as Daniel Boone, Davy Crockett, and Lieutenant Cushing. "Some Strange Corners of our Country," by Charles F. Lummis, describing certain natural wonders in the extreme Southwest, deals largely with the historic part of a very interesting quarter of our great land, reviewing the old Indian and Spanish life of a region remarkable for the picturesqueness of its history and the grandeur and strangeness of its scenery.

THE most unique and perhaps the most fascinating of all Rudyard Kipling's fifteen volumes are the two that contain his stories of the Indian jungle. Had he written nothing else, "The Jungle Books" would have made him famous—and kept him so. They have been called "Kipling's best bid for immortality." These stories appeal to everyone, but native-born Americans can best enjoy his "Captains Courageous," in which he reads the heart of the typical American as if it were an open book.

AWORK of absorbing interest to the young, who are especially sensitive to the wonder and mystery of the sea, is Ernest Ingersoll's "Book of the Ocean," which deals with almost every aspect of life on the ocean wave, under the sea's surface and by its wide-spread shores. This is for boys and girls alike, in which respect it differs from Maurice Thompson's "Boys' Book of Sports"—boating, fishing, archery and even photography—for one can have rare sport with a camera.

SANTA CLAUS on a Lark is a series of jolly Christmas stories by Dr. Washington Gladden—one of those serious-minded "Reverends" (Lewis Carroll was another) with a lively sense of humor and a great love for children. And "St. Nicholas Songs," edited by Waldo S. Pratt, consists of words from *St. Nicholas* set to music by thirty-two different composers.

All of these "recommended" books are published by The Century Company, Union square, New York, and keep in mind the claims of *St. Nicholas* magazine for this same purpose. The *Educational Gazette* says: "We have long and earnestly advocated the use of *St. Nicholas* in schools as supplementary reading, and we hope the time will soon come when it will be in common use. We wish every youth in the land might have the benefit of it."

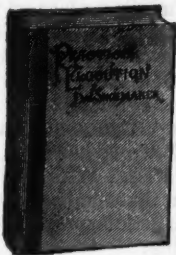
FOR younger readers are Mrs. Dodge's story of "Donald and Dorothy;" her prose stories and sketches of "Life in Holland," "The Land of Pluck;" and poems of that happy period "When Life is Young." "A New Baby World" shows this author's skill as an editor in selective prose and verse, and pretty pictures from *St. Nicholas*. Mrs. Jameson's "Lady Jane" introduces children to New Orleans.

THE BEST BOOKS

FOR SCHOOL USE.

For Use as Text-Books, for Supplementary Reading and for the Teacher's and Student's Private Use.

THE BEST TEXT-BOOKS ON ELOCUTION.



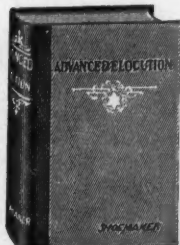
Practical Elocution

By J. W. SHOEMAKER, A.M.

The practical, common-sense character of this book has given it the largest sale on record of any similar work.

Most books on Elocution set forth some individual system. An elocutionist employs a method of his own; he gains a reputation, and he writes a book which embodies that method.

Not so with "Practical Elocution." It is the fruit of actual classroom experience—a practical, common-sense treatment of the whole subject. It can be as successfully used by the average teacher of reading as by the trained elocutionist." 300 pp., cloth, leather back, \$1.25.



Advanced Elocution

By Mrs. J. W. SHOEMAKER.

This volume, designed to meet the wants of the more advanced students, is the outgrowth of careful study and observation covering an extended period of practical work in the classroom and on the reading platform.

No new and untried theories to catch the superficial eye are given place, but the wealth of thought as found in Austin, Rush, Darwin, Delsarte, Engel, Brown, and other writers on the philosophy of expression, has been crystallized, arranged and adapted to meet the wants of the student of the "new elocution." 400 pp., cloth, leather back, \$1.25.

THE BEST LANGUAGE HANDBOOKS.

Slips of Speech

By JOHN H. BECHTEL.

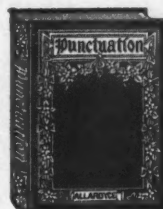
Who is free from occasional "Slips of speech," and who would not like to be reminded of them in a quiet and friendly way? Here is a little volume for just this purpose. It is practical and philosophical, fresh, novel, and winning, and written in an interesting and chatty style. Cloth binding, 50 cents.



Handbook of Pronunciation

By JOHN H. BECHTEL.

This volume contains over five thousand carefully selected words of difficult pronunciation, alphabetically arranged. In addition to the copious list of words of ordinary use, many geographical, biographical, historical, mythological, scientific, and technical terms of difficult pronunciation are given. Cloth Binding, 50 cents.



THE BEST BOOKS OF POPULAR SCIENCE.



Astronomy:

The Sun and His Family

By JULIA MACNAIR WRIGHT.

The author has made the subject of Astronomy as charming as a fairy tale, and any one who reads this book will have a clear and comprehensive view of the chief facts concerning our solar system. She shows how worlds are born, the relations and distances of planets, and their movements which produce days, seasons, years, tides, eclipses, etc. Few books contain as much valuable matter, so pleasantly packed in so small a space. Cloth binding, 50 cents.



Botany:

The Story of Plant Life

By JULIA MACNAIR WRIGHT.

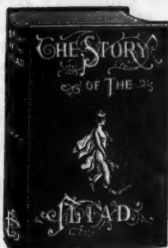
This charming little book is divided into twelve chapters, each adapted to a month of the year, and devoted to plants that are in evidence during that month. The treatment of root, stem, leaf, flower, seed-pod, and fruit, are pleasing and practical. The subject of Botany is thoroughly covered, in an easy conversational way that is most interesting as well as instructive. Cloth binding, 50 cents.

THE BEST CLASSIC STORIES.

The Story of the Iliad

By Dr. EDWARD BROOKS, A.M.,
Supt. of Philadelphia Public Schools.

The chief episodes of the tale of Helen and the dire results of her misdoing are here told in words admirable for their simplicity and directness. The wonderful inventive skill, the beauty and variety of imagery, and the simplicity of style displayed by Homer are graphically exhibited in this book. Cloth, profusely illustrated, handsomely bound, \$1.25.



The Story of the Odyssey

By Dr. EDWARD BROOKS, A.M.,
Supt. of Philadelphia Public Schools.

A book full of interest, and the boy or girl who begins the story will read it through. It is not merely attractive and absorbing—it is as well one of the most instructive books that literature affords. In fact, he who has become familiar with the adventures here narrated has an outlook upon the art, poetry, and romance of the world. Cloth, profusely illustrated, handsomely bound, \$1.25.



The above books are obtainable at most book stores, or they will be sent, prepaid, upon receipt of price. Our 80-page catalogue is sent with every order, or upon application. Special rates made to schools where books are introduced as text-books. Correspondence invited.

THE PENN PUBLISHING COMPANY, 923 Arch Street, Philadelphia.

J. Liberty Tadd.

The plan for public school drawing, employed and advocated by Mr. J. Liberty Tadd, of Philadelphia, has for several years been demanding the attention of educators. It has features which have made it more attractive than most so-called systems to professional artists. Even so severe a critic as Mr. Douglas Volk has found in it much to approve, and it has had an eloquent advocate in Miss Sophia Walker, art critic of the *Independent*.

The Philadelphia board of education refers thru its president, the Hon. S. B. Huey, to the numerous fine art scholarships won by pupils from Mr. Tadd's school and says: "This is the more remarkable when we consider that these successful pupils were much younger than any

the hand should be in the direction of that which is, in a large sense, beautiful.

Now shop work is in most public schools almost impossible. The expense, the room required, the special teaching and skill demanded make work at the forge or with the lathe practicable only in trade schools or in heavily endowed private institutions. Yet, as Mr. Tadd finds, ordinary art instruction can, by skilful employment of ambidextrous blackboard exercises, by modeling in clay and carving in wood, be made to yield the same results as what is commonly called manual training. Art according to this view, is a union of esthetic perception and manual efficiency. With those artists who believe that mechanical dexterity is inimical to artistic thoughtfulness who point to the fact that so many of the greatest men in modern art have been distinctly clumsy as technicians, Mr. Tadd has no sympathy. He would say that Monet is great, not because of his sloppy technique, but in spite of it, and he would assert that where to artistic thoughtfulness the artist brings a clever and dextrous handling, the best results are apt to arise. With children it is especially important that emphasis should be laid equally upon artistic expression and upon accuracy of handling.

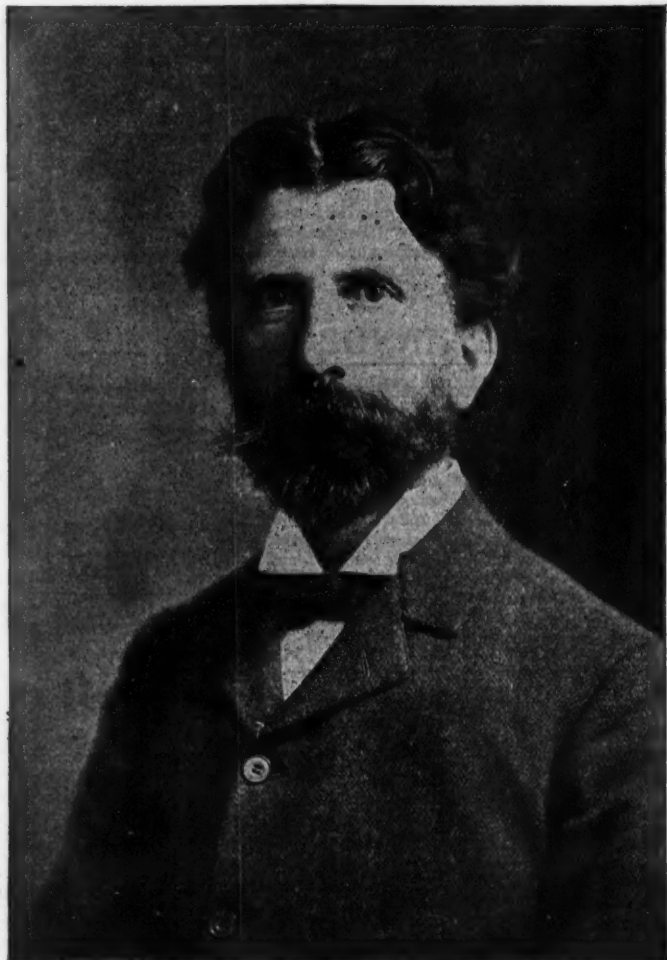
As to the author of this plan, Mr. Tadd is the son of a Cornish sea-captain whose hatred of American slavery was so intense that he named his son, born at sea in 1854, James *Liberty*. The boy with the odd name studied art at South Kensington, but subsequently took to the law, which he practiced with indifferent success in Canada. The art exhibition at the Philadelphia centennial renewed his old longings to be a painter and he became one of the first students of the new Philadelphia academy. He soon drifted into the field of art teaching in which his enthusiasm, his originality, and his executive ability soon brought him into prominence.

His motive was primarily social. Reflecting upon existing conditions of art production, he perceived that art has become a convention of the rich, a riddle to the many. He realized that more and more we are getting away from general enjoyment of the beautiful. Appreciation has become a special function of the privileged pen. The existing methods of art teaching do not foster as they should the love of the beautiful. The time is ripe for an upheaval.

Many thousands of people—children and adults—have had the advantage of Mr. Tadd's teaching. Over 6,000 children and 1,500 teachers have been under his supervision at the Public Industrial Art school of Philadelphia. He has also had charge of the art in the Roman Catholic high school in Philadelphia, and in the Children's Aid society night school of New York.

Mr. Tadd's leading characteristics are seriousness and energy. He is an indefatigable worker. In spite of the number of his engagements, he contrives to keep in touch with all the movements in modern art. He is a member of the Philadelphia art club, the Sketch club, and of the Academy of Natural Sciences. He has frequently lectured upon the history of art and upon archaeological subjects. He is, it is needless to say, in thoro sympathy with modern pedagogy and is inclined to attribute much of his remarkable success in teaching to his grasp of physiological and psychological principles.

Mr. Tadd has always been reluctant to publish his impressions and it is only very recently that he has brought out his first really important book, *New Methods in Education* published by Orange Judd Company, 52 Lafayette Place, New York. Based upon twenty-two years' experience with thousands of children and hundreds of teachers, it is certain to appeal with singular force of



J. LIBERTY TADD,
Director of the School of Industrial Art, Philadelphia.

of the younger competitors, and yet had been so trained as to not only pass the examinations but surpass their competitors in the brilliancy and accuracy of their work."

Herbert Spencer, who seldom writes anything nowadays, has recently sent word to Mr. Tadd congratulating him upon the success of his work. Dr. A. S. Gotze, secretary of the leading pedagogical society, in Germany is translating Mr. Tadd's book into German, writing a new preface with warm endorsement, and the book will be published at Berlin under the auspices of the society. Dr. Gotze writes: "Tadd's simplicity and originality bring about directly and naturally what the pedantic literature so far written on artistic drawing has failed to do. The value of the book will be incalculable."

So favorable has been the reception of Mr. Tadd's plan that some notice of the idea underlying it and of the man responsible for it may be interesting.

The union of manual training with art expression is the central purpose of Mr. Tadd's scheme. All training of

ONE CENT EACH

This cut does not show the real beauty of these pictures. Send for samples as advertised.

All on paper $5\frac{1}{2}$ by 8 inches. Beautifully printed. *Popular Educator* says, "The Perry Pictures are a boon to the present generation." The *Outlook* of April 15, 1899, says, "It is a missionary work to bring the knowledge of the Perry Pictures to schools, city as well as country, and to mothers who wish their children to grow up knowing and loving the best things in art."

Remember the name of these pictures,

The Perry Pictures

BEWARE OF IMITATIONS.

1200 Subjects.



THE PERRY PICTURES

We wish you to see samples of the pictures themselves, printed on fine paper. Mention this advertisement and send two 2-cent stamps for these four pictures:

The Horse Fair, Baby Stuart, Grand Canal and Rialto, Venice, Whittier.

Unprecedented Premium Offer!

For a Limited Time Only
we will send this set of |

100 Perry Pictures and The Perry Magazine,

(Price, \$1.00)

one year (monthly, except July and August. Price, \$1.00)

ALL FOR \$1.40.

This is only 40 cents more than the price of the Magazine alone. Think of obtaining these **100 Perry Pictures for 40 cents!** Remember these are the genuine **Perry Pictures, not inferior imitations.** Send at once. Tell your friends of this great offer. Subscribe now and your subscription will begin with the **Annual Number**, containing 48 pages, nearly 15 illustrations. Articles by Henry Turner Bailey, Irene Weir, James Frederick Hopkins, Laura Fisher, Prof. O'Shea, Bonnie Snow, Arthur C. Boyden, and others.

Send express or Post Office money order, check or registered letter.

We cannot promise you the Annual Number unless subscription is received soon.

The Magazine alone will be sent for \$1.00.

SCHOOL SOUVENIRS

We publish by far the most beautiful School Souvenir ever published at the price, —a real work of art. If you wish to give pupils a little gift at close of school, give something of real artistic merit. This Souvenir consists of a cover about 4x5 inches, printed in two colors, and silk stitched, seven beautiful pictures about 2x2½ inches, printed in photographic brown, and a sketch of each painter. Price, 15 or less, \$1.00. Each additional one 8 cents additional.
A sample copy for 10 cents.

This is the Perry Magazine Premium Set:

| | | | | |
|-------------------------------------|--|------------------------------------|------------------------|--------------|
| Baby Stuart. | Faith. | By the River. | The Deer Pass. | Mozart. |
| Countess Potocka. | The Broken Pitcher. | Arrival of the Shepherds. | Princes in the Tower. | Beethoven. |
| Singing Boys with Scroll. | Mother and Daughter. | Children of Charles I. | Huguenot Lovers. | McKinley. |
| Angel. | Landscape with Boat. | Prince Balthazar. | Spring. | Lincoln. |
| Virgin, Infant Jesus, and St. John. | Dance of the Nymphs. | Magdalen. | Summer. | Washington. |
| Mona Lisa. | Four Kittens. | Holy Family. | Autumn. | Browning. |
| Moses. | Oxen Going to Work. | St. Anthony of Padua. | Winter. | Shakespeare. |
| The Fates. | The Sower. | Portrait of an Old Woman. | Hamlet. | Lowell. |
| Assumption of the Virgin. | Labor. | The Night Watch. | Cherry Girl. | Holmes. |
| Sistine Madonna. Complete. | Feeding her Birds. | Hosea. | Chorister Boys. | Whittier. |
| Madonna of the Chair. | Coming from the Fair. | Sheep. | Caritas. | Longfellow. |
| Madonna Granduca. | A Stampede. | Queen Louise. | Prophets. | Emerson. |
| Madonna of the Harpies. | Physica. Public Library, Boston. | Head of Christ. | Prophets. Amos Panel. | Bryant. |
| Apollo and the Muses. | Epic Poetry. Public Library, Boston. | The Good Shepherd. | Can't you talk? | Iring. |
| Descent from the Cross. | The Gleaner. | An Imperial Courier. | St. Cecilia. | |
| Industry. | Automedon with the Horses of Achilles. | The Lion's Bride. | John. | |
| Beatrice Cenci. | (Museum of Fine Arts, Boston.) | Penelope Boothby. | Hermes. Rust. | |
| Marine View. | A Helping Hand. | The Old Temeraire. | Victory of Samothrace. | |
| Christ Child. | Escaped Cow. | Highland Shepherd's Chief Mourner. | Mars and Cupid. | |
| Youth Playing Bagpipe. | Madonna and Child. | Monarch of the Glen. | Discobolus of Myron. | |
| | | Stag at Bay. | Perseus, Head. | |
| | | | David. | |
| | | | Sampson. | |
| | | | Dewey. | |

ADDRESS

THE PERRY PICTURES COMPANY, Malden, Mass.

BOSTON OFFICE, Tremont Temple.

NEW YORK OFFICE, 156 Fifth Avenue.

Send all mail orders to Malden Office. Mention THE SCHOOL JOURNAL

all who are struggling with the problem of making art tell for something in the life of the American nation.

The work is divided into five parts. Book 1 deals with first principles in education in a way that will interest those who seek the rational development of the young, in place of the usual systems and fads. Book 2 describes manual training, drawing, original design, creative drawing and painting and shows how they enable a person to use drawing as freely as writing in expressing a thought. Book 3 treats of modeling in clay and wax, while book 4 covers wood carving. These four departments of work are correlated with nature study and all other school work.

The simplicity of the methods and the little outfit they require is one of their recommendations. The fundamental parts can be given by the ordinary teacher in from two to four hours a week, by proper instruction in ambidextrous drawing, in blackboard, freehand drawing and painting, modeling in clay and carving in wood, along with nature study. Only the carving requires special tools and these are not expensive. Mr. Tadd has certainly solved the problem of developing the art instinct, hand dexterity, capacity of eye, originality and love of work which he has already demonstrated to exist in every child. The book marks a new departure in art education.

During the last winter Mr. Tadd made a trip, originally intended to be for the benefit of his health, to Southern California. He went to obtain relief from work, but so great was the eagerness all thru the West to hear from him that his trip developed into a sort of lecture tour. All thru California he talked to large audiences of teachers and other educational people. Everywhere his ideas were received with eagerness. At Los Angeles, San Diego, and San Francisco he found that his name and fame had preceded him and that educators were anxious to learn about the methods which have been so successful in Philadelphia.

The enthusiasm he created among the 18,000 teachers who heard him was certainly phenomenal. The *Western Journal of Education* wrote: "At Los Angeles, the teachers stood on the seats and applauded. At Portland, Oregon, the board of education at its next meeting established an industrial art school." Mr. Tadd certainly received the greatest reception ever accorded an American educator.

At present Mr. Tadd is conducting his summer school,

now in its third season, near Saranac lake in the Adirondacks. This gives teachers an excellent opportunity to become practically acquainted with the man and his methods. Face to face with nature, Mr. Tadd is an inspiring teacher. His many-sidedness is such that every pupil can get something from him. He avoids anything like cramping individuality. If a pupil wishes to work in the impressionistic way, he insists only that what is done shall be sincere. Or if the pupil runs naturally to a tight, hard style, Mr. Tadd assists in the direction of hardness that shall be artistic. On all occasions he sends his students to nature, to find there what they severally need.



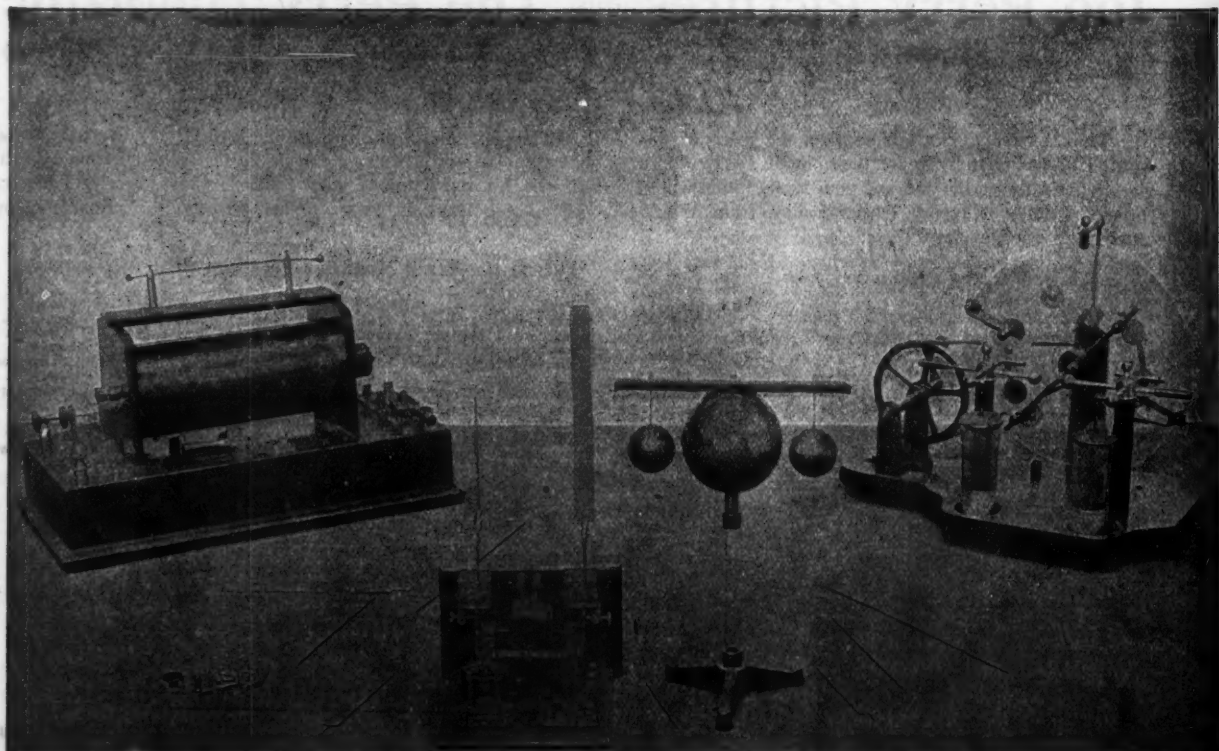
The Marconi Telegraph.

Wireless telegraphy is the scientific wonder of the day. It rests upon the discovery made about a quarter of a century ago by Hertz that electricity, like sound and light, is transmitted by the ether. The possibility of utilizing the ether as a conducting medium was first developed by Marconi, an Italian investigator. The invention, when perfected, will be of great economic value. It will render possible telegraphic communication between ships at sea under any conditions of weather. It will effectually dispose of the Western Union monopoly.

In the subjoined cut is shown all the apparatus needed for performing experiments. Every well equipped laboratory should be supplied with it.

In the middle of the illustration is shown the receiver, consisting of the coherer and decoherer and special instruments for recording the messages as sent from the transmitter. At the right of the receiver is shown the special piece of apparatus required in transmitting when an induction coil is used. In the background can be seen a six-inch spark coil and a Toepler-Holtz frictional machine.

In regard to the distance at which these instruments will transmit messages, this depends largely upon the nicety of the adjustment between the transmitting and the receiving stations. No difficulty will be experienced in sending messages with a frictional machine to a distance of forty or fifty feet thru partitions and obstructions of all kinds, while with a large spark coil this distance can be much increased. This apparatus is supplied by the Ziegler Electric Company, of Boston.



Apparatus for Wireless Telegraphy.—Courtesy of the Ziegler Electric Company, Makers.

COMPLETE SCHOOL-ROOM DECORATION CATALOGUE

With 100 Half-Tone Pictures, Size of Cut, \$1.00.

THIS catalogue prepared by Prof. Walter S. Goodnough, Director of Drawing in Brooklyn Public Schools, after more than two years' research among all the great photographic reproductions of the world, with prefatory remarks of contributions and quotations from all the

SAMPLE OF OUR HALF-TONE PICTURES.



"BABY STUART,"

Giovanni Battista Canevari, Study after Van Dyck, 1599-1641, Academy of St. Luke, Rome.

leading educators of the country, including Dr. Wm. T. Harris, Ross Turner, Wm. H. Maxwell and others, is the most valuable book of its kind ever published.

To advance subscribers we offer this catalogue of 200 pages, and with it give 100 half-tone pictures (our half-tones taken entirely from the original photographs instead of from second reproductions and engraving) for \$1.00, to be issued July 1st.

Send for advance sheets to

THE HELMAN-TAYLOR ART COMPANY, 257 Fifth Av., New York.

Letters.

In THE SCHOOL JOURNAL for May 6, was published a letter by Dr. William T. Harris, U. S. Commissioner of Education, projecting for discussion a number of problems involved in the introduction of ambidextral training in school. This brought out several interesting replies, among them one by Mr. Robert Bruce, which is supplemented by the letter printed below.

Further Ambidextral Observations.

The printing of my name and address in connection with the communication entitled "Ambidextral Observations," published in THE SCHOOL JOURNAL for May 13, has brought me a number of letters from interested readers, and in the pleasant and profitable correspondence thus entered, some new and novel facts have been suggested, brief summary of which may add to the completeness of the former presentation. Claiming that in numberless ways we habitually show our preference for the right hand over the left, one correspondent writes:

"In meeting an obstacle in walking or cycling, it is easier to turn to the right than to the left; in ascending staircases we prefer to take the right side, even tho that side may have no rail for the hand, to assist the riser; we test the weight of an object by taking it in the right hand, and if we attempt the test with the left we find the result, as felt by the muscles, to be very different from that of the right hand trial."

I, for one, do not believe that it is enough to account for this preference to say that general custom and personal habit make it imperative. To be sure, civilized and enlightened peoples, generally, are careful to instruct their children to use the right hand rather than the left, but this is mainly because manual instruments for performing all descriptions of work are constructed for use by the right hand. It is possible, however, that what may be considered the cause is only a result of some organic law that demands this sacrifice of the left to the right. This view receives color from the fact that even among savage peoples the right is preferred. Among them, as among ourselves, the proportion of the left-handed man is small. The Benjaminites were by the rest of the Israelites considered odd for their peculiarity of being left-handed. Either in ancient or modern times the proportion of left-handed men has been always small.

Why does a man lost on a plain, where there are no guides for his course, make a circle in his efforts to go forward, turning almost always to the left? It may perhaps be said because the left, being the less used side, and therefore less developed and weaker, must give way to the superior energy of the right. But manifestly this reason does not hold good, because we walk with our limbs and feet, not with our hands, and the feet are educated alike. Our feet are ambidextrous—properly said if we broaden the latter term to cover the equal use of any two co-ordinate members, and not merely the hands alone. In military evolutions we are taught to put the left foot first—to start off with the left foot; but in dancing we are usually instructed to start off with the right. A friend quotes the example of a person left-handed from infancy who being lost in a snow-storm, wandered in concentric circles, or spirals, for several hours before being relieved, turning always to the left. Ambidexters, or those who can use well either hand, generally prefer to employ the right even when using an instrument not specially designed for the right hand. Those who, like gymnasts and pugilists, have to use the left hand with equal facility with the right, are compelled to submit to a severe course of discipline to attain equal force and dexterity with the left that they possess with the right. But, nevertheless, they do finally attain it.

The word dexterity may perhaps be a clue to the question underlying those suggestions.

Dexter, being the Latin for *right*, may there not be some meaning in this term and its derivations, physical, moral and generally philosophical, beyond their application to purely manual operations? To be sure, the Latin *rectus* may be offset against the term as noted, but the practice of the Romans, as well as that of our own, fully justifies their interchange. And further, the adjective "dextrous" has at times in the past been interpreted "right-handed," and the Standard Dictionary, edition of 1897, quotes that meaning tho as "rare."

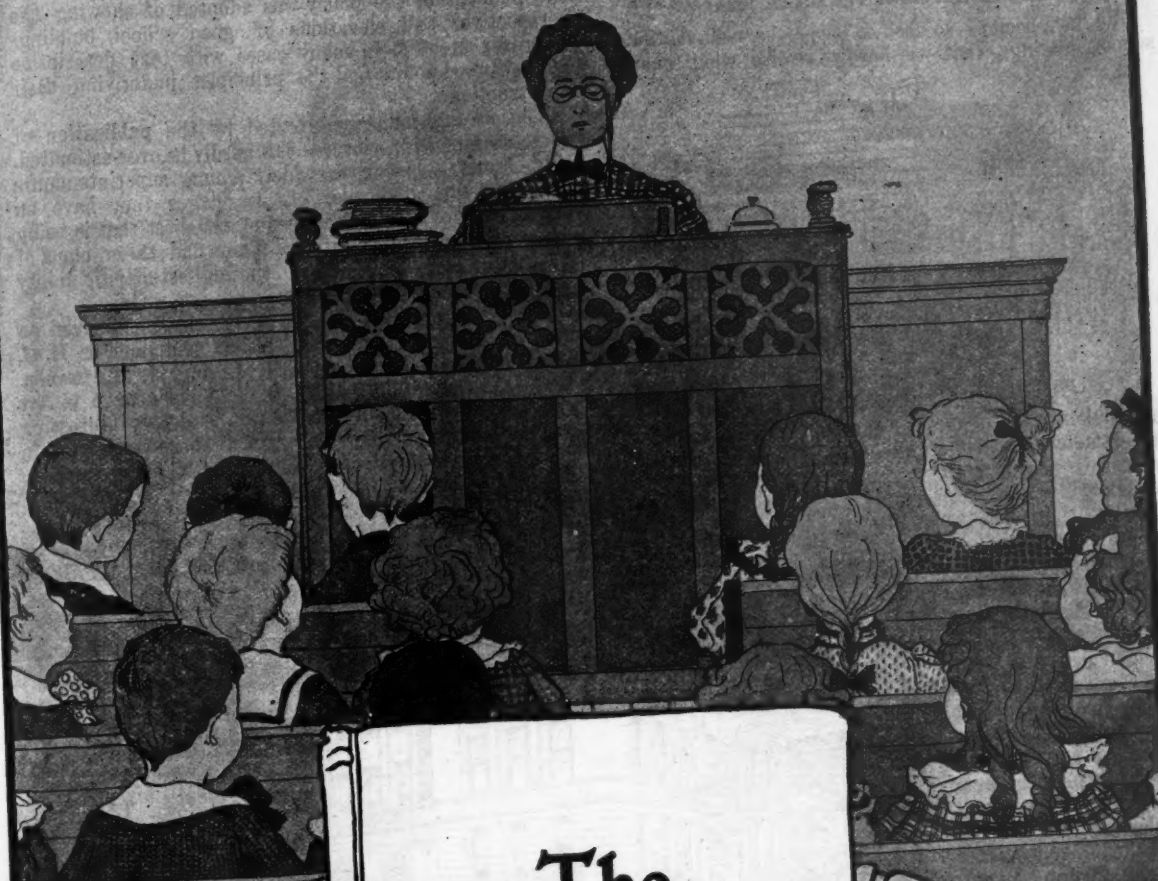
In some sense all mechanics and laborers are ambidexters. The wood-chopper should be able to wield his axe with his right hand near the metal, as well as with it near the handle end. So the dresser of timber, or the ship-carpenter, his adze, so the blacksmith with the sledge, the farmer with the hoe, rake and pitchfork, and the housewife with her broom, but each and all prefer to give the dexter hand the preference. Our guardian angel is the "angel over the right shoulder;" the sheep go to the *right*, the goats to the *left*; we give the *right* hand of fellowship, and of friendship, and in the latter case, if circumstances demand the proffer of the *left*, the act is usually accompanied with the palliating excuse "nearer the heart." Possibly this phrase has a physiological significance—muscular action and violent exertion should be kept as far from the delicate and active seat of physical life as possible, for fear of too great stress upon that organ. It is not accident, circumstance, convenience, education or even tradition that compels us to prefer the right hand; it seems to be an almost universal instinct—entirely apart from custom or training.

Clinton, N. Y.

ROBERT BRUCE.



A Cluster of Grape Fruit, Los Angeles, Cal.



The Sweet Toned Estey Organ

No instrument rivals the organ in sweetness and sympathy of tone, and first among organs stands the sweet toned Estey. Over three hundred thousand of these matchless instruments have been sold, built with such conscientious care and practical knowledge that the fame of the name of Estey has become world-wide in the organ field as a synonym of honest construction and enduring merit.

The glory of the Estey Organ lies in the way it's built—built to last a life time—to stay in tune and to retain its sweetness and delicacy of tone, to be as good twenty-five years hence as today.

AN Estey Organ helps no other instrument can. The tone of the Estey blends so beautifully with the human voice that it would be difficult for the child to tell what part of the music belonged to him and what part to the organ. The educational and refining influence of music is too well known to require argument. Nor is any argument necessary to uphold the claims of the Estey—provided you will hear the organ.

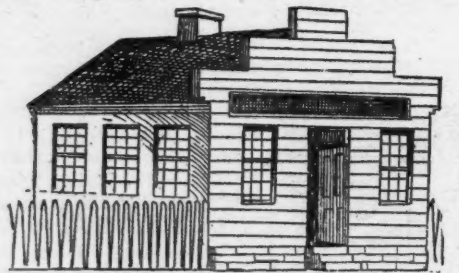
Look and listen! A beautiful organ, beautifully cased, with a matchless tone—it's the sweet toned Estey.

ESTEY ORGAN COMPANY
BRATTLEBORO, VT.

School Architecture.

(Some Contributions of THE SCHOOL JOURNAL.)

We have become so used to capacious, well-ventilated, school-buildings that we hardly realize what changes



First High School Building, Columbus, Ohio.

have taken place in the last quarter of a century in the department of school architecture. Certainly those who visit this country are struck by nothing more forcibly than by the magnificent buildings in which our children are housed. Recently Mr. A. E. Bernays, a distinguished English school inspector, said, in comparing English and American public schools, "The thing that has surprised me most is the degree of excellence which your school architecture has reached. Whereas, in Great Britain we still run to dingy, ill-ventilated school-houses, you provide for your children the very best that technical skill can devise."

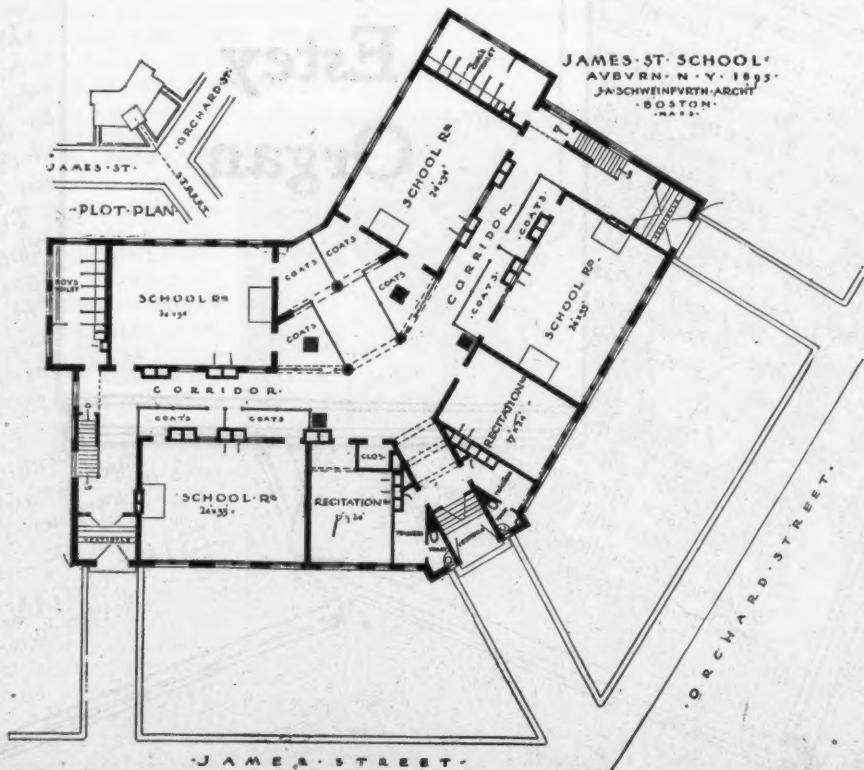
This improvement has taken place during the last few years. When THE SCHOOL JOURNAL entered the field in 1874 the matter of better school-houses was just beginning to be agitated. Up to that time the crudest conditions had prevailed. Any place where two or three could meet together constituted a school-house. The accompanying cut, showing the old high school at Columbus, Ohio, will illustrate an old-time school building of the middle West; in the East things were not much better.

THE SCHOOL JOURNAL from the start began to devote attention to the science of architecture, feeling sure that there were certain definite principles which needed to be understood before

development was possible. In the early issues of the publication the policy was adopted of showing the perspectives and elevations of good school buildings wherever erected, in many cases with text descriptive of their good points and the principles underlying their construction.

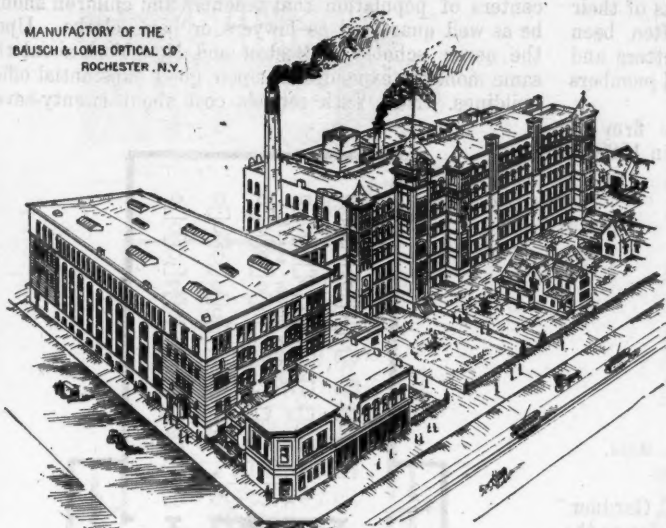
The strong influence exerted by the publication of these architectural pictures can hardly be over-estimated. THE JOURNAL circulates widely among superintendents and other school officials. In its pages they have an opportunity of seeing examples of the best that is being done all over the country. They find there plans of buildings upon which men of the highest artistic ability have spent their best thought.

Then, too, a great deal of space has been given to special articles by experts. What such men as E. C. Gardner, A. H. Kirchner, G. F. Loring, J. M. Howells, E. M. Wheelwright and S. B. J. Snyder have to say about points of school construction is always interesting to the readers of THE JOURNAL. These men have in many cases voluntarily contributed valuable matter.



From an article on "School Architecture" by J. A. Schweinfurth in the Summer number of THE SCHOOL JOURNAL for 1896.

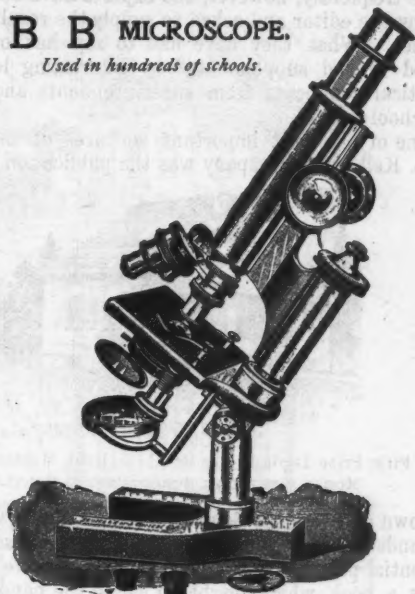
MANUFACTORY OF THE
BAUSCH & LOMB OPTICAL CO.,
ROCHESTER, N.Y.



Birdseye View of Manufactory.

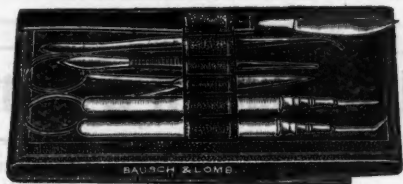
B B MICROSCOPE.

Used in hundreds of schools.



Bausch & Lomb Optical Co.

MANUFACTURE more than fifty styles of *MICROSCOPES*, adapted for all uses, and sell them at prices which can not be duplicated anywhere. Quality and Finish guaranteed the best. Comparison invited.



DISSECTING INSTRUMENTS

of all kinds, either singly or put up in flexible cases to suit individual requirements.



BOTANICAL SUPPLIES

Mounting Paper, Genus Covers, Presser, Vascu-
lums, etc.

EVERYTHING FOR THE LABORATORY



CHEMICAL APPARATUS AND CHEMICALS

AT PRICES WHICH WILL BE ENTIRELY SATISFACTORY TO YOU.

We believe our products to be at least as good as any, and are always glad to submit samples and estimates for the consideration of purchasers. Address

BAUSCH & LOMB OPTICAL CO.,

New York City

Rochester, N. Y.

Chicago

More frequently, however, the experts have been sought out by the editor and asked to supply the results of their studies. What they have had to say has often been added to and supplemented by interesting letters and practical comments from superintendents and members of school boards.

One of the most important ventures of the firm of E. L. Kellogg & Company was the publication in 1888 of

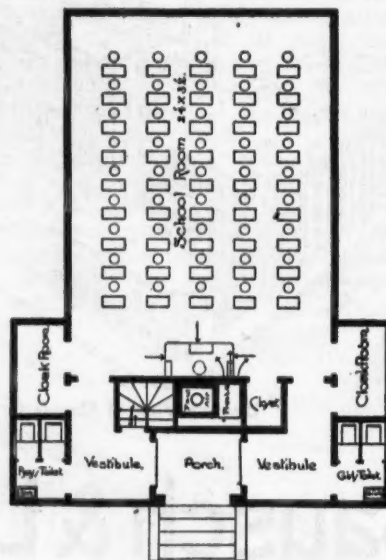


First Prize Design.—By Mr. G. D. Reid, Malden, Mass.
MODEL ONE-ROOM SCHOOL-HOUSE CONTEST.

"Town and Country School Buildings," by E. C. Gardner, a handsome book which is still authoritative so far as the essential principles of school architecture are concerned. It is a book which ought to be in the hands of every school board, for it gives in an easy, interesting way the very facts which the educator who is not an architect generally does not know, tho he ought to. The plans given by Mr. Gardner in illustration of his principles have in many parts of the country been successfully followed out. One of the great services of the book is that it has led a great many brilliant young architects to see in school architecture the possibility of noble artistic expression.

By the year of grace, 1898, it had become evident that the problem of city school building was well along toward

solution. The idea had become firmly implanted at our centers of population that teachers and children should be as well quartered as lawyers or bank clerks. Upon the newer schools in Boston and New York about the same money is expended as upon good substantial office buildings. New York schools cost about twenty-seven



Floor Plan of Mr. Reid's design.

cents per cubic foot; those in other cities a little less. Everywhere in the cities school buildings that are commodious, dignified, and artistic have become the rule.

Representative Books of Silver, Burdett & Company.

First Steps in the History of Our Country

By W. A. MOWBY, Ph.D., and A. M. MOWBY, A.M. 316 pages, 218 illustrations and maps. 60 cents.

Our nation's history as told through the lives of thirty-nine representative Americans; graphic, fascinating, full of live interest to young readers, and a grand preparation for regular history study.

Historic Pilgrimages in New England

Among Landmarks of Pilgrim and Puritan Days, and of the Colonial and Pre-Revolutionary periods. By EDWIN M. BACON. 12mo. 496 pp. 180 illustrations. \$1.50.

"A book of great worth. It occupies a new field, and as a supplementary reader has no equal. No school where colonial history is taught can afford to do without it."—GEORGE WINCH, Pres. New Hampshire State Teachers' Association.

A History of the United States for Schools

By W. A. MOWBY, A.M., Ph.D., and A. M. MOWBY, A.M. 8vo, 476 pages, 180 illustrations and maps. \$1.00.

Accurate in statement, clear and graphic in style, patriotic and unpartisan in spirit, this history has found general acceptance in all sections of the country.

The Normal Course in Number

By Pres. JOHN W. COOK, and Miss N. CHAPMAN.

Elementary Arithmetic. New Advanced Arithmetic. Logical in plan, practical in method; the most satisfactory arithmetics published.

Practical Tests in Commercial and Higher Arithmetics

By Prof. E. L. THURSTON, Washington (D. C.) Business High School. 68 pp. 42 cents.

"The book is exceedingly practical, and well planned to fit one for actual business experience."—*Wisconsin Journal of Education*.

Elements of Descriptive Astronomy

By HERBERT A. HOWE, Sc.D., University of Denver, Colo. 8vo, 356 pages, 200 illustrations and star-maps. \$1.50.

A comprehensive, up-to-date Astronomy, full of delightful interest.

Introduction to the Study of Economics

By Prof. C. J. BULLOCK, Ph.D., Cornell University. 12mo. 511 pages. \$1.25. Especially adapted to the American student and the American citizen.

Stepping Stones to Literature

By SARAH LOUISE ARNOLD, Supervisor of Schools, Boston, Mass., and CHARLES B. GILBERT, Superintendent of Schools, Newark, N. J.

This new series of eight graded readers combines wise technique with true literary feeling. The books give a better idea of literature, and more of it, than can be found anywhere else in the same space. Superbly illustrated from masterpieces and original drawings. Prices, 50 to 60 cents.

These readers are already used in most of the large cities, in over a thousand smaller towns, in the States of Ohio, Virginia, etc.

The Land of Song: Books I., II., III.

For Primary, Lower Grammar, and Upper Grammar Grades. Selected by KATHARINE H. SHUTE. Edited by LARKIN DUNTON, L.L.D. Book I., 36 cents; Book II., 48 cents; Book III., 54 cents.

Three delightful supplementary readers, beautifully illustrated. They constitute a little library of choice literature in themselves.

The World and Its People

A delightful series of eight Geographical Readers, edited by LARKIN DUNTON, L.L.D. Choice illustrations. "Australia and the Islands of the Sea," the latest issue, graphically describes our new island possessions. 448 pages, 85 cents.

Poetry of the Seasons

Compiled by MARY I. LOVEJOY. 396 pages. Exquisitely illustrated with numerous text cuts and four beautiful full-page illustrations. Cloth 60 cents. A beautiful Nature Reader for Grammar Grades, containing 300 choicest gems from American and English poets.

Through the Year: Books I. and II.

By LILLIAN WALLACE and ANNA M. CLYDE. For Third and Fourth Grades. Beautifully illustrated. 36 cents each. A boon to teachers: something fresh for each month of the school year. Book II. February to June Inc. has 37 exquisite lessons on nature, in description, story, and verse, besides history lessons, etc.

A History of American Literature

By Prof. F. L. PATTEE, M.A., Penn. State College, 12mo, 486 pp., \$1.50. A graphic resume of our literature from colonial times to date, with brief biographies and critiques of 500 prominent authors.

Topical Notes on American Authors

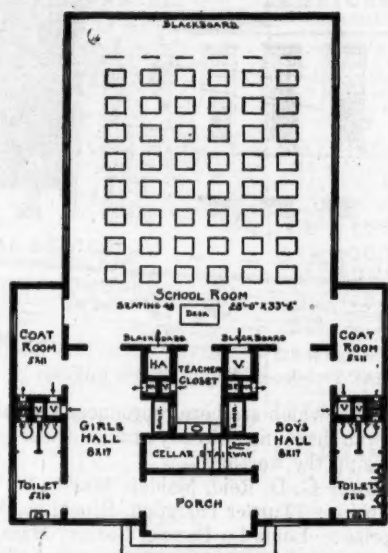
By LUCY TAPPAN. 12mo, 334 pages, \$1.00. Topical points concerning leading authors, from Irving to Holmes. The notes are a perfect mine of information, both about the personality of the great authors and the qualities of their work.—*The Critic*, New York.

Illustrated Catalogue Mailed Free on Application. Correspondence Cordially Invited.

SILVER, BURDETT & COMPANY, Publishers, Boston, New York, Chicago.

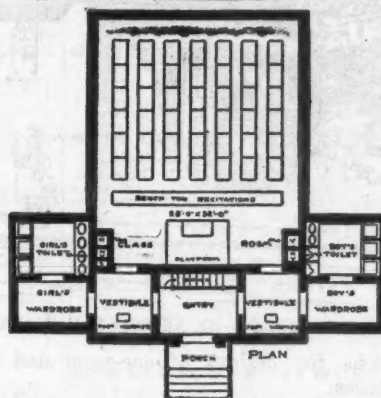


Chiefly in some of the country districts is the need of improvement most apparent. The little red school-house, in spite of the wealth of sentiment that gathers around



Second Prize Design.—By Mr. Turner Hodgson, Brookline, Mass.

MODEL ONE-ROOM SCHOOL-HOUSE CONTEST.



Third Prize Design.—By Louis La Beaume, Boston.
MODEL ONE-ROOM SCHOOL-HOUSE CONTEST.

it, is not exactly an up-to-date structure from an architectural and sanitary point of view. It was the recognition of the need of improvement in the construction of country schools that led to the recent SCHOOL JOURNAL

A. FLANAGAN, Chicago, wishes in this issue to call your attention to THE FOLLOWING—

COURSE OF STUDY IN HISTORY AND LITERATURE

By EMILY J. RICE, of the Chicago Normal School.

It is an attempt to adapt History and Literature to the youngest children, as well as to those in the upper grades. Correlation of Related Topics in History, Literature, and Art are suggested. Outlines for each grade. Material to select and where to get it—books relating to the matter taught,—all make it a work for every school library to have and to use frequently. Price, Cloth, 191 pp., 75 cents.

GIBSON'S SCHOOL HISTORY OF THE UNITED STATES.

Superior to other texts in the topical arrangement of the matter, large use of maps and charts, historical parallel readings, the association of pure literature, bearing upon subjects kindred to that under consideration, correlating Historic Geography and Elementary Civics. More favorable terms will be given for introduction than for any other first-class book. Sample to Teachers, 80 cents. 512 pp. Revised to date.

THE PLAN BOOK.

Ten books, one for each school month, each of 112 large pages, giving outlines and suitable material for each month's work. There are Science of Nature Lessons, Blackboard Reading Lessons, Drawing Lessons, Seat Work, Songs, Stories, Pieces, and Programmes for Special Days. Has met with the hearty approval of all first, second and third grade teachers. Price, any one month, 25 cents. For the ten numbers, \$2.00. In cloth, 3 vols., Autumn, Winter, Spring, \$1.00 each, or \$2.50 for the three. Every school library needs this.

WALLBANK'S OUTLINES IN ENGLISH GRAMMAR.

Intended for advanced classes or in connection with any complete grammar. The book is divided into two parts—Analysis, and discussion of parts of Speech—the latter being discussed in regard to classes; second, in regard to properties. Is being extensively used in Reviews, Institute Drills, and self-instruction. Price, 25 cents.

TALKS ABOUT AUTHORS AND THEIR WORKS.

Contains sketches of twenty well known authors in simple, well written language, treating of themselves and their works. Fine illustrations, suitable for home and school use. Write for full descriptions, etc. Price, cloth, 220 pages, 30 cents.

We carry more Works of interest to teachers than any other house in this country.

IN PEDAGOGY.

Every book published by all houses. Get the Columbian Catalogue. If what is wanted is not found, write.

IN LIBRARY AND MISCELLANEOUS BOOKS.

All the best from all houses carefully selected and described in Library Catalogue. All books in this are sold at wholesale prices. It will pay you to get our quotations on books wanted for home and school library. 354 pp. Free.

IN TEACHERS' HELPS AND AIDS.

School Singing Books, Outlines, Method Books, etc., get HELPS FOR TEACHERS' CATALOGUE.

FOR CLOSING SCHOOL and SPECIAL ENTERTAINMENTS
Our Entertainment Catalogue will help you. It contains 64 pp., describing fully everything in the line of Drills, Songs, Speakers, Dialogues, etc.

KINDERGARTEN SUPPLIES.

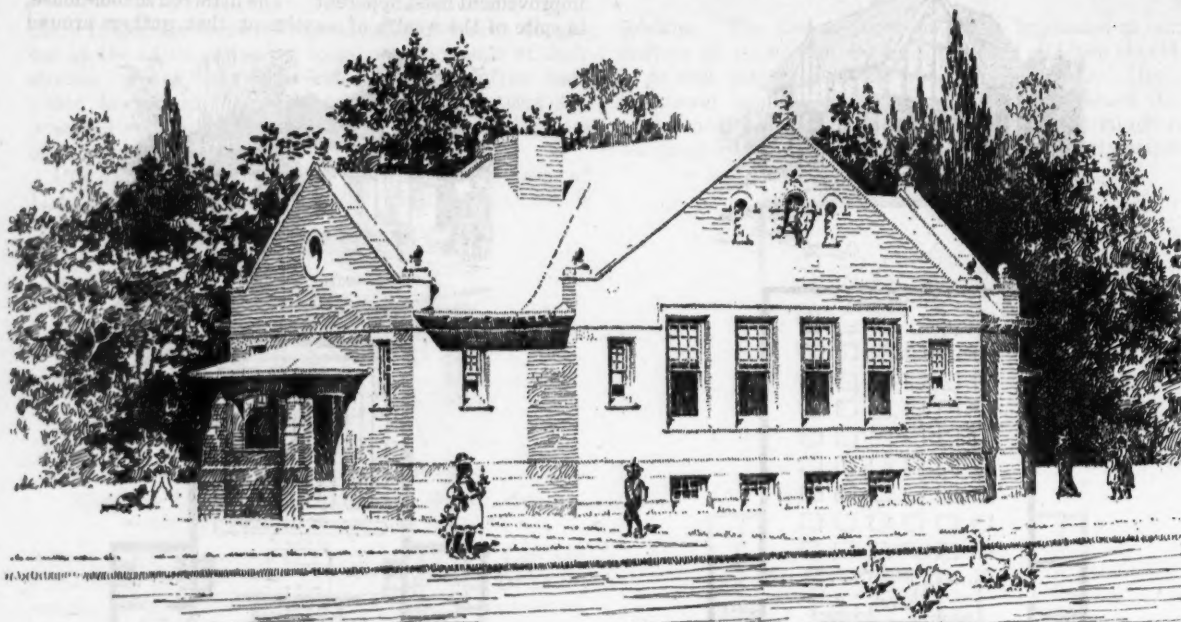
We issue a large catalogue and fill orders promptly. Get our Kindergarten Catalogue it interested in material in this line.

IN SCHOOL SUPPLIES.

Maps, Globes, Erasers, etc. Full line, lowest prices. Ask for quotations.

IF IN THE DARK as to where any book or device may be found, call or write.

A. FLANAGAN, 267 Wabash Ave., Chicago.



First Prize Design.—Mr. Anthony P. Valentine, Jr. Philadelphia. MODEL TWO-ROOM SCHOOL-HOUSE CONTEST.

competitions for designs of one-room and two-room school-houses.

The first competition occurred in the spring of 1898. It was held in connection with the Brochure Series of Architectural Illustrations which are published by Bates and Guild, of Devonshire street, Boston. Mr. E. M. Wheelwright, supervising architect of the city of Boston, consented to act as judge. Several hundred designs of varying degrees of merit were submitted, out of which

the following—which are here reproduced for the benefit of those who have not already studied them—were selected as being the worthiest.

First prize :—G. D. Reid, Malden, Mass.

Second prize :—Turner Hodgdon, Brookline, Mass.

Third prize :—Louis La Baume, Boston, Mass.

The premiated plans, together with several which were given honorable mention, were published in THE SCHOOL JOURNAL with explanatory text and would appear, from

SCRANTOM, WETMORE & CO.

ROCHESTER, N. Y.,

publish the following

BOOKS FOR SUPPLEMENTARY WORK.

Arithmetic.

Townsend's Series Examples and Problems. Primary (625 examples), 15 cts.; Intermediate (700 examples), 20 cts.; Grammar School (2000 examples), 35 cts.; Answers to Problems, 25 cts. The four books for 75 cts.

Language.

Townsend's Exercises in Grammatical Analysis, Synthesis, and Syntax. Graded Exercises, 30 cts. Key, 25 cts. Both for 45 cents.

History.

Topical Studies in American History. By J. G. Allen, Principal Rochester High School. 25 cts.

SPECIAL
OFFER!

TOWNSEND'S 2500 QUESTIONS IN GEOGRAPHY

Compiled under the supervision of JULIUS L. TOWNSEND, Prin. of Franklin Grammar School, Rochester.

We will mail you this interesting and useful book on receipt of 15 cents.

THE "SPIRAL" SCHOOL COMPASS

The "SPIRAL" School Compass.

This compass should be used in every class where a compass is needed. It is made of specially tempered steel, heavily nickel plated. The clasp fits around the pencil with a spiral hold so that a slight turn will advance or withdraw the point. This advantage is possessed by no other low-price compass. Price, 5 cts. each; 50 cts. a dozen; \$5.00 per gross, prepaid.

Catalogue.

Drop us a postal and we will send complete catalogue of our own publications and a general catalogue of teachers' aids and school supplies.

When you write
mention this paper.

SCRANTOM, WETMORE & CO., Publishers, Rochester, N. Y.



THE BEST MODERN BOOKS FOR UP-TO-DATE SCHOOLS

THE MORSE SPELLER.

By Supt. DUTTON. Universally adopted as the best modern method. The correlation of Spelling with History, Geography, Science, Literature, etc. Test it. Com. cloth, 80 cents.
"It is my idea of an ideal up-to-date speller."—E. R. Shaw, Dean of the School of Pedagogy, New York.

NEW CENTURY READERS.

By THOMPSON. Pedagogical Books. Literature and Art. Carefully graded, with Limited Vocabulary.

CHILDHOOD DAYS.

First year. (New.) Very attractive. 25 cts.

FAIRY TALE AND FABLE.

Second year. 40 cents.
"A most exquisite book in every respect"—E. G. Ward, Supt., Brooklyn, N. Y.
3rd and 4th Year Books soon ready.

GEOGRAPHICAL SERIES.

Supt. CARROLL, Worcester, Mass.

AROUND THE WORLD.

First Book, Primary, 40 cts. Second Book, for 3d and 4th grades, 50 cts. A sociological treatment of unique people. Profusely illustrated. Cuba, Porto Rico, Philippines, Hawaii in Book II.
"The best books in print for elementary geography work."—Orville T. Bright, Superintendent, Cook County, Ills.

HISTORICAL SERIES.

Supt. DUTTON, Brookline, Mass.

INDIANS AND PIONEERS.

Earliest Days in America. Prehistoric and Colonial Days. 72 cents.

THE COLONIES.

The best treatment of Colonies. Authentic illustrations 50 cents.
"They are most valuable books. We have adopted them."—C. B. Gilbert, Superintendent, Newark, N. J.

STORY OF THE INDIANS OF NEW ENGLAND.

By BURTON. 67 cents.
"A most valuable text-book on the subject of the Indians and Colonial times"—Wm. T. HARRIS, Comr. Bureau of Education, Washington, D. C.

FORD'S NATURE'S BY-WAYS.

Natural Science for Primary Grades. 40 cents.
"Of all the books I have seen, this seems the most widely useful and attractive."—Mary F. Hall, Supervisor Primary, Milwaukee, Wis.

Most Liberal Discount to Schools.

Many Other Choice Books.

Send for Illustrated Catalogue.

THE MORSE COMPANY, PUBLISHERS,

MAIN OFFICE: 96 Fifth Avenue, NEW YORK.

CHICAGO: 195 Wabash Avenue.

36 Bromfield Street, BOSTON.

NOTABLE BOOKS

for Reference, Library, and School Use.....

Crowell's Poets.

Milton, Wordsworth, Shelley, Burns, Robert Browning, Moore, Spenser, Tennyson, Scott, Shakespeare, Keats, etc. Each in one volume. Carefully edited and specially adapted for the use of students and teachers. *Astor Edition*, 82 vols., per vol., 60c. *Gladding Edition*, 49 vols.; per vol., 75c. *Gilt Edge Edition*, 35 vols.; per vol., \$1.00; *Library Edition*, 48 vols.; cloth, \$1.00; half calf, \$3.00. *Imperial Edition*, 28 vols.; per vol., \$1.50. Catalogues sent on application.

Crowell's Handy Volume Classics

A valuable series of literary gems, in handy form, beautifully printed, and bound in various styles. The following are some of the volumes included: "Idylls of the King," "In Memoriam," "The Princess," Burns, Robert Browning, "Paul and Virginia," "Vicar of Wakefield," "Cranford," Emerson, "Rabbi Yehiel," "Tales from Shakespeare," "Evangeline," "Hiawatha," "English Traits," "Walden," "Prue and I," etc. Catalogues sent on application.

What Is Worth While Series.

88 vols., 12mo., per vol., 35 cts. "After College, What?" by Mrs. HELEN E. STARRATT; "Evolution of the College Student," by W. DEWITT HYDE; "The Happy Life," by CHARLES W. ELLIOT; "Self-Cultivation in English," by George H. Palmer; "Study of English Literature," by Wm. H. Hudson; "Why Go to College?" by Alice Freeman Palmer; "Artistic Ordering of Life," by Albert S. Cook; "Art and Morality," by F. Brunetiere; "Choice of a College," by Charles F. Thwing; "Rational Education for Girls," by Mrs. E. H. Murdock; "Trend of the Century," by Seth Low, etc. Send for catalogue.

American Charities.

By Amos G. Warner, Ph. D., Professor of Economics in the Leland Stanford Jr. University. 12mo. Cloth. \$1.75.

Social Theory.

A grouping of social facts and principles. By John Bascom, Professor of Political Economy in Williams College. \$1.75.

Victor Duruy's Books.

Duruy's History of France.

Edited by J. F. Jameson, Professor of History in Brown University. With 12 colored maps. 12mo. Cloth. \$2.00.

Duruy's General History of the World.

Revised and continued by E. A. Grosvenor, Professor of European History in Amherst College. With 25 colored maps. 12mo. Cloth. \$2.00.

Duruy's Ancient History.

Revised by E. A. Grosvenor, Professor of European History in Amherst College. With colored maps. 12mo. Cloth. \$1.00.

Contemporary History (1848-1890)

By E. A. Grosvenor, Professor of European History in Amherst College. With colored maps. 12mo. Cloth. \$1.00.

Hallam's Middle Ages.

New edition, with colored maps. 12mo. Cloth. \$1.50.

Children's Favorite Classics.

Few books written for young people possess greater merit or have had a wider popularity than the volumes in this series. This new uniform style is the most attractive form in which they have ever been issued. Fully illustrated. Colored frontispiece. Cloth. 18mo. Each, 60 cents. "Andersen's Fairy Tales," "Rollo at Work," "Rollo at Play," "Tanglewood Tales," "Water Babies," "Carrots," "Cuckoo Clock," "Black Beauty," "Alice's Adventures in Wonderland," "Through the Looking Glass," "Jackanapes and Daddy Darwin," "The Story of a Short Life," "Lob Lie by the Fire," "The Little Lame Prince," "The Adventures of a Brownie," "The Peep of Day," "Grimm's Tales," "Wonder Book," "The Fairy Book," "Grandfather's Chair," "Swiss Family Robinson," and "Robinson Crusoe." Descriptive catalogue sent on application.

ATWOOD'S EXERCISES IN ALGEBRA.

Profuse in graded examples. 80 cents.
"Just the book we require."—Prof. Ayer, High School, New York.

REVIVAL OF ENGLISH POETRY IN THE NINETEENTH CENTURY.

Selections from Wordsworth, Coleridge, Shelley, Keats, and Byron. Table of dates and valuable Bibliography. 80 cents.
"Most excellent; we have adopted it."—Prof. Perry, Princeton University.

EASY EXPERIMENTS IN PHYSICS.

By PRESTON SMITH, State Normal School, Fitchburg, Mass. The Work of a Practical Instructor. Original in Arrangement. Simple in Method. A Book for Solid Foundation Work. 50 cents.

"It is by far the best and most complete thing of its kind I have seen."—Prof. J. G. Brown, Illinois State Normal University.

GEMS OF GERMAN LITERATURE.

A choice selection of graded German verse. 40 cents.
"A delightful and useful volume."—Prof. A. Putzke, University of California.

NEW CENTURY DEVELOPMENT MAPS.

Best in use. Price one-half that of inferior outline maps. Utility greater. Blocks of 50 outline Maps. 40 cents.
"They are far better than any other outline maps, raised or plain, thus far examined."—Prof. R. E. DODGE, Teachers' College, New York.
Our Colonies: CUBA, PORTO RICO, PHILIPPINES, now ready.

NEW CENTURY SERIES COPY BOOKS.

Intermediate System. Method represents average of business-house, round-hand, upright writing. Ideal System. Short course. 72 cents per dozen. Regular course, 96 cents.

NEW CENTURY BUSY WORK.

What the Primary Teachers have been looking for Entirely New Seventeen Distinct, different sets in boxes. High Art Illustrations. 15, 20, 25 cents each set.
All of our books are made from new plates, and represent the very best up-to-date modern treatment of their respective subjects from the standpoint of progressive educators.
Before ordering others, do not fail to examine our successful books.

Roget's Thesaurus of English Words and Phrases.

New edition, revised and enlarged by the author's son, J. L. Roget. Crown 8vo. Cloth. \$1.50. Crown 8vo. Cloth, indexed. \$2.00. Crown 8vo. Half morocco, gilt top. \$2.50.

Socialism and Social Reform.

By Prof. Richard T. Ely. 12mo. \$1.50.

Municipal Monopolies.

Edited by Prof. E. W. Bemis. 12mo. Cloth \$3.00.

The Famous Books.

Over 100,000 volumes already sold. \$1.50 each. "Famous Givers and Their Gifts," "Famous Leaders Among Women," "Famous Leaders Among Men," "Famous Voyagers and Explorers," "Famous Types of Womanhood," "Poor Boys Who Became Famous," "Girls Who Became Famous," "Famous Men of Science," "Famous American Authors," "Famous English Authors," "Famous European Artists," "Famous American Statesmen," "Famous English Statesmen," "Famous Rulers," "Famous Queens," "Famous Composers," "Famous Missionaries," "Helps for Ambitious Boys," "The Secret of Achievement," "Turning Points in Successful Careers," "Historic Americans," etc. These excellent books have been introduced in many public schools with the best results.

Handy Information Series

Facts I Ought to Know About the Government of My Country.

By William H. Bartlett. 18mo. Cloth. 50 cents.

Important Events.

A Book of Dates. Edited by George W. Powers. 18mo. Cloth. 50c.

The Mistakes We Make.

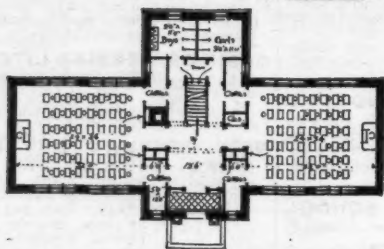
A Practical Manual of Corrections in History, Language, and Fact, for readers and critics. Edited by Nathan Haskell Dole. 18mo. Cloth. 50.

For sale by all Booksellers or sent, postpaid, on receipt of price, by the Publishers. SEND FOR CATALOGUES.

THOMAS Y. CROWELL & COMPANY, Publishers, New York and Boston.

letters about them sent to the editor, to have excited a great deal of interest. So encouraging was their reception that arrangements were made for a second competition, this time for a school-house of two rooms. The same success attended this competition. A large num-

This good work of stimulating both architects and school officials to the creation of the highest possible type of school architecture will be continued by THE



Second Prize Design.—Mr. A. C. Fernald, Boston.
MODEL TWO-ROOM SCHOOL-HOUSE CONTEST.

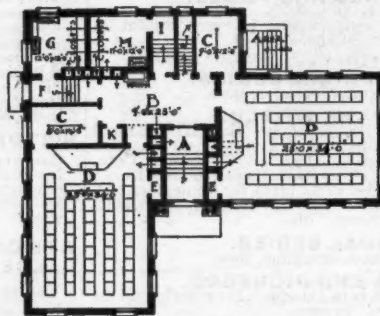
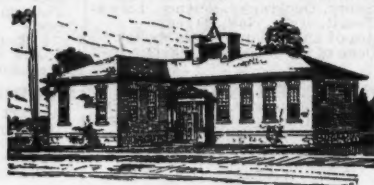
ber of excellent designs were sent in, for which Mr. Wheelwright selected the following as being the worthiest:

First prize:—Anthony P. Valentine, Jr., Philadelphia, Pa.

Second prize:—A. C. Fernald, Boston, Mass.

Third prize:—George Howell Harris, Chicago, Ill.

How widespread the interest in these prize designs has been is shown by the fact that they have been republished for South American use by *El Monitor de la Educacion Comun*, an educational magazine published at Buenos Ayres.



Third Prize Design.—Mr. George Howell Harris, Chicago.
MODEL TWO-ROOM SCHOOL-HOUSE CONTEST.

SCHOOL JOURNAL. Certainly no subject more immediately concerns the educational public. Attractive school-houses will help to make good citizens.

THE SCHOOL JOURNAL

Established 1870, published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, monthly, \$1 a year; *THE PRIMARY SCHOOL*, monthly, \$1 a year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 a year; *OUR TIMES (Current Events)*, semi-monthly, 50 cents a year; *ANIMALS*, monthly, \$1.50 a year; and *THE PRACTICAL TEACHER*, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street, New York.

The New Prang Platinettes



SONG OF THE LARK.

A new and beautiful series of inexpensive reproductions of famous pictures for school-room study. A perfect imitation of real platino photographs. Size, 7 x 9. Mounted on heavy gray boards. Price, 15 cents. Special price for quantities.

"SONG OF THE LARK" and "FIGHTING TEMERAIRE" now ready. Others to follow immediately. Pamphlet, "Famous Masterpieces," 10 cents.

School-Room Decoration.

As the pioneers in the work of beautifying school-rooms we offer a full and choice line of pictures, reproduced by our own process. Send for Catalogue and price list. Liberal discount on large town orders.

The Parthenon in Color.

A beautiful reproduction of the Eastern Pediment of the Parthenon, made from the famous Chipiez model in the Metropolitan Museum in New York. Price, \$2.00. Size, 22 x 28 inches.

Boston, New York, Chicago.

THE PRANG EDUCATIONAL COMPANY.



Art Works for School and Home

We are the only house in America
Publishing, Manufacturing, Importing
or Dealing in all of the following lines:

PRINTS and Photographs of Great Paintings, Architecture and Sculpture, Casts of Ancient, Mediæval and Modern Sculpture. Art Books, Artistic Pottery and Drawing Supplies. We cover every phase of Art Work and are specialists in *School Decoration*.

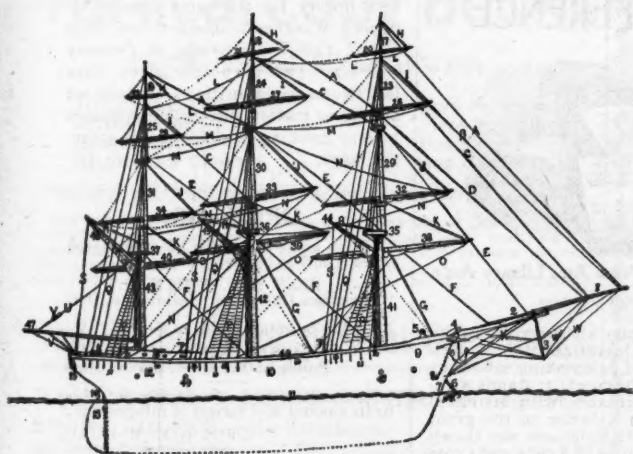
Everyone interested in any form of Art should have our beautiful catalogue, of 100 pages, with illustrations of 175 subjects, and our magazine, "Art Education." The latter, \$2.00 per year. *Sample copy, 10 cents. Send for Catalogue.*

THE J. C. WITTER CO.,

Art Publishers—Art Dealers,

123 Fifth Avenue, New York.

STANDARD AND POPULAR BOOKS FOR SCHOOLS.



Rigging and spars of a ship.

AN ILLUSTRATION from the **CLARENDON DICTIONARY**, edition of 1898. An accurate, comprehensive, compact, up-to-date dictionary of standard English. Convenient for pupil's school desk, the business man's office desk, the home book table. Its authors, William Hand Browne, Professor of English Literature, Johns Hopkins University, and the late Professor Haldeman, the distinguished philologist of the University of Pennsylvania. The revision is by Professor Browne. New plates, new illustrations, many new words. Only proper names have capital initials. Contains 28,000 words. Price, 45c.

FOR SUPPLEMENTARY READING and LITERATURE STUDY, our **STANDARD LITERATURE SERIES** is warmly commended by leading educators, and is widely used throughout the country. The series now includes 40 volumes from many of the best known authors of literature. The different volumes are adapted to a diversity of grades of pupils. Send for descriptive circular.

Also note our **GOLDEN-ROD BOOKS**—four—graded from the First Reader pupils up. Choice literature for children. Most attractive and popular. * * * * *

A NEW series in preparation. The popular "thought and sentence method," so effectively exemplified in the **DAVIS READING BOOKS** is receiving more extended development by the author in a new series. The first book of the new series is well advanced. * * * * *

EVERY year brings geographical changes. **MAURY'S MANUAL OF GEOGRAPHY** this year again illustrates the diligence with which every page of its text and every map have been scanned, and all sources of fresh geographic information called into requisition to secure the accuracy of these pages and maps. A new chapter describes our recently acquired Island Possessions in the Atlantic and the Pacific, with new maps and illustrations. Many other attractions are also added. The other books of the series are kept in touch with present conditions of Geographic science.



Correspondence is invited concerning our varied and widely used *Standard Educational Publications*. Other works now in preparation for early issue will be duly announced.

UNIVERSITY PUBLISHING CO., NEW YORK, ⁴³⁻⁴⁷ East 10th Street.
BOSTON: 352 Washington Street. NEW ORLEANS: 714-716 Canal Street.

Educators who Died During the Year, July 1, '98 June, '99.

The educational world has been singularly free from losses thru death during the past year. And yet tho the number of widely known educators who have died has been small, several of the most influential and deeply loved leaders must be included. Dr. Rickoff, Mrs. Barnes, Mrs. Parker, and others, whose work perhaps has not been quite so conspicuous will henceforth be remembered simply by the good they have done. The influence of a teacher even if his sphere be but a humble one means so much that can only be measured by One Omniscient and Infinite in wisdom, that it is impossible to cite what any one has accomplished. Most of those who have left us must be passed over without even a word. They will all, however, be cherished and remembered by those in whose hearts they would care most to be honored—the pupils who, by their precepts and example, have become useful, worthy men and women.

Mary Sheldon Barnes.

A year ago THE SCHOOL JOURNAL published an account of the life and work of the late Dr. Edward Austin Sheldon, written by his daughter, Mary Sheldon Barnes. To-day it must record her death. Mrs. Barnes was brought up in Oswego, completing the course at the normal school, of which her father was founder and principal until his death, in 1897. She was graduated from the University of Michigan in 1874. She had made a special study of certain branches of science and after her graduation she returned to Oswego as an instructor. She afterwards became professor of history in Wellesley college. After four years there she went abroad to study history at Cambridge and then she returned to teach once more in the Oswego normal.

Earl Barnes was at this time a student in the normal

school, and soon after his graduation he was married to Miss Sheldon. The two then entered Cornell university and later studied together at the University of Zurich.



Upon their return, Mr. Barnes was offered a professorship of European history in Indiana university.

When Leland Stanford Jr. university was founded, Professor Barnes was chosen to build up the department of education. He was accordingly called to the new university, and there Mrs. Barnes became assistant professor of history. They continued in this work until

A Teacher is known by the company he keeps.

"Let me see the books that you call your own," said an experienced educator to a tyro teacher, "and I can soon solve the problem as to your success."

In other words, the silent companions of the Teacher, in the books he absolutely owns, are, to a certain extent, accurate indices of teacher-power.

No more valuable equipment for excellence and satisfaction in the work of the average teacher can be found than

Larned's History for Ready Reference.

OPINIONS:

"I am quite sure it is one of the most valuable reference books in existence."
JOHN FISKE, LITT.D., LL.D.

"The best book ever sold in the country by subscription."
CHAS. ORR, Librarian, Cleveland, O.

"Put the history of the world on a single shelf."
BISHOP JOHN H. VINCENT, D.D., LL.D.

"The Work stands alone. No other can approach it."
MOSES COIT TYLER, M.A., LL.D.,
Prof. of History, Cornell University.

"A large part of the most precious historical treasures."
WM. T. HARRIS, LL.D.,
U. S. Commissioner of Education.

"The most valuable and comprehensive compendium of historical matter I have ever seen."
J. N. T. McPHERSON, Ph.D.,
Prof. History, University of Georgia.

LARNED'S HISTORY FOR READY REFERENCE



By J. N. LARNED, Ex-Prest. Am. Library Ass'n
In Five Imperial Volumes

The Best of History upon all subjects, in the very words of recognized historians. This work represents thirty years of painstaking, laborious thought and research. The compiler stands without a peer in his acquaintance with historical literature, and has given a System to the great Body of History. Its Inter-Relations are shown as in no other work. Its plan of Ready and Cross Reference is unique. It gives the source of every excerpt, making one acquainted not only with History, but Historians. Seven thousand volumes are made to contribute their choicest selections, while references are made to five thousand more.

The unexcelled Historical Maps; the exact text of National Constitutions, and great Historical Documents; the time and labor-saving features of its unique plan of Cross and Ready-Reference, the scholarly discrimination shown throughout, all unite in making it the most valuable historical work of the nineteenth century.

Write for circulars and specimen pages, giving full information. Sent, carriage free, to responsible subscribers on easy payments.

SOLICITORS EMPLOYED

The C. A. Nichols Co., Publishers,
Springfield, Mass.

History in Its Literature.

Never before has there been such an opportunity to add so much to one's own library for the same amount of money. Whether Grammar School, High School, College, University, or Primary Instructor (we purposely place these last two in juxtaposition), one cannot afford, no matter what other volumes he may have, to do without this splendid work.

OPINIONS:

"It is a great work. To be appreciated, it needs only to be used."

PRES. B. L. WHITMAN,
Columbian University, Washington, D. C.

"It has been invaluable to me."

PROF. BYRON GROCE,
Public Latin School, Boston, Mass.

"I continue to be frequently surprised by its amount and variety of information"

PRIN. GEO. B. HURD,
New Haven, Conn.

"In its field it is far and away the greatest and best work of which I have ever heard."

CHAS. C. RAMSAY,
Principal B. M. C. Durfee, H.S.,
Fall River, Mass.

"I have not, in all my experience as a teacher, seen any other book of reference that has impressed me so favorably."

PRIN. EUGENE D. RUSSELL,
Classical H. S., Lynn, Mass.

"It is my opinion that Larned's History for Ready Reference" is the most valuable book of its kind in the English language."

JOHN C. RYDER,
Master in Roxbury High School.

"It lengthens life and makes life richer to have the use of such a valuable work."

PROF. EDWARD NORTH,
Hamilton College.

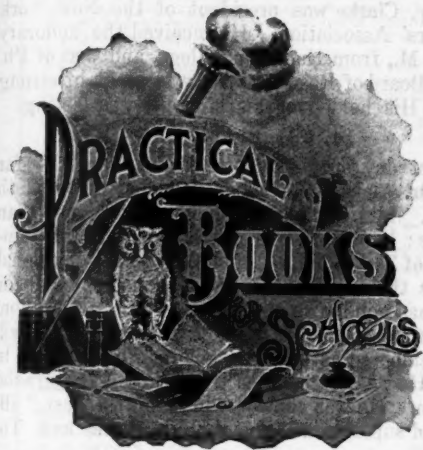
Commercial

TEXT-BOOKS.

FOR use in commercial departments of High Schools and all private schools giving instruction in English or commercial subjects.

This series of text-books embraces the subjects of Spelling, Letter Writing, Language, Arithmetic, Commercial Law, Shorthand, Typewriting, Book-keeping, and Business Practice, also a Pocket Dictionary.

They are new, practical, progressive, and popular.
Write for illustrated catalogue and price-list.



The
PRACTICAL
TEXT BOOK
COMPANY,

Publishers,

Cleveland,
Ohio.

...NEW...

Vertical Copy Books

The Ideal Series of Vertical Writing.

| | | |
|------------------|-------|---------------|
| JUVENILE COURSE, | - - - | Two Numbers. |
| SHORT COURSE, | - - - | Four Numbers. |
| GRAMMAR COURSE, | - - - | Four Numbers. |
| BUSINESS FORMS, | - - - | One Number. |

This strong Educational Series contains many attractive features.

The correlation of Nature study along the lines of leaves, flowers, and insects, in the Primary Course, and the language feature in the Grammar Course, are entirely new.

"The author of these books has done an excellent work for the children. The grading is near perfection."

SUPT. E. B. SHALLOW.

Smith's Intermedial Slant Copy Books.

ILLUSTRATED WRITING PRIMERS for beginners.

SHORT COURSE, four numbers.

REGULAR COURSE, seven numbers.

BUSINESS FORMS, one number.

Smith's Superior Steel Pens.

WHITE'S SCHOOL PENCIL COMPASSES.

WHITE'S BLACKBOARD COMPASSES with rubber point, revolving socket.

GILBERT and SULLIVAN'S "PRACTICAL LESSONS IN ALGEBRA," for higher Grammar grades and first two years in High school.

For descriptive circulars, write

THE H. P. SMITH PUB. CO.,
11 East 16th Street, New York.

THE THREE DICTIONARIES.

that meet all requirements

FOR HOME, SCHOOL AND OFFICE.

The Standard Intermediate—School Dictionary.

Just Published

Abridged from the Funk & Wagnalls Standard Dictionary. This is the latest, most comprehensive, and most precise intermediate-school dictionary. It gives the orthography, pronunciation, meaning, and etymology of about 30,000 words and phrases in the speech and literature of the English-speaking peoples; 500 Pictorial Illustrations. JAMES C. FERNALD, Editor. 8vo, Heavy Cloth, cover design, 541 pp., \$1.00.

Unqualified Endorsements by Educators:

"I will say that I regard it as most complete in every respect. The best for students' use that I have seen."—Principal E. A. Van Meter, Duke Public School, Cleveland, O.

"I deem your Standard Intermedi-

ate-School Dictionary superior to any similar volume that has yet come under my notice. I fail to see any feature of the work that cannot be commended."—Gen. James Grant Wilson, President of the American Authors' Guild.

The Students' Standard Dictionary.

The latest, most ample, and most accurate academic dictionary. Designed to give the orthography, pronunciation, meaning, and etymology of over 60,000 words and phrases in the speech and literature of the English-speaking peoples, with 5,598 synonyms, 2,000 antonyms, and 1,000 prepositions; containing also, an appendix of proper names, foreign phrases, faulty diction, disputed pronunciations, abbreviations, etc., etc.; 1,225 Pictorial Illustrations; Abridged from the Funk & Wagnalls Standard Dictionary by JAMES C. FERNALD, Editor, assisted by members of the Standard Dictionary Staff. Large 8vo, Cloth Sides, Leather back, 915 pages. Price, \$2.50 net. Bound in Tan Sheep, \$4.00 net; Denison Thumb Index, 50 cents extra. Prospectus sent upon application.

Superlative Commendations:

"This is a treasure. No one can conceive the wealth of information, the convenience for reference, the elimination of non-essentials which make this book worth much more than the price to any student teacher or writer."—Journal of Education, Boston.

"In my opinion it is the most reliable, comprehensive, and convenient dictionary for the teacher's desk yet offered to us."—President D. H. Cochran, Polytechnic Institute, Brooklyn, N. Y.

The Funk & Wagnalls Standard Dictionary.

"In thoroughness, completeness, accuracy, typography, style, and illustration, it challenges criticism and commands admiration."—Journal of Education, Boston.

Prof. A. G. Wilkinson, Principal Examiner since 1899 in U. S. Patent Office: "The most perfect dictionary ever made in any language, and I have them and consult them in six different languages almost daily. The high authority of this dictionary is one of its most important features. I should give it preference on all disputed points."

Send for Prospectus.

FUNK & WAGNALLS & CO., Publishers
30 Lafayette Place, New York.

William R. Jenkins

TEXT-BOOKS

for Teaching

FRENCH

and other

FOREIGN LANGUAGES

are used throughout the world.

A Catalogue will be sent to any address when requested.

WILLIAM R. JENKINS,

851 & 853 Sixth Avenue, - New York.
Publisher of Paul Bercy's Series for Teaching French.

about two years ago, when they went to England for further study.

Mrs. Barnes died in London, August 27, 1898. She was a worthy daughter of her father. Her work was always of a high order. Her books, "Studies in General History" and "Studies in American History," were an innovation, substituting as they did scientific work on the part of the student for the old memory system.

Frances Stuart Parker.

Chicago and the educational world met a great loss in the death of Mrs. Frank Stuart Parker on the first day



of last April. She was a woman of striking personality, an exponent of dress reform, and in her movements the picture of grace. She was born in Boston in 1848. At the time of her marriage to Colonel Parker, in 1882, she was a teacher in the Boston School of Oratory. Since

then she has done more or less teaching in the Chicago Normal school, and in other schools in and near Chicago. How many awkward, ungainly girls have been transformed, under her teaching, into young women of dignified, graceful carriage only she and her pupils have ever known. She was associated with her husband in most of his work from the time of her marriage to him until her death.

Noah T. Clarke.

Dr. Noah T. Clarke, the Nestor of the teachers of New York state, died September 16, 1898. He was born at Naples, N. Y., in 1817. As a boy he worked on the farm and struggled for an education. He entered the Canandaigua academy, going out to teach during the winter term, until he had completed the course. In 1853, he became principal of the academy, after a brief scientific course at Harvard. Here he remained until 1882, when he resigned after a service of forty-one years in the institution.

In 1875, Dr. Clarke was president of the New York State Teachers' Association. He received the honorary degree of A. M., from Hamilton college, and that of Ph. D., from the Board of Regents. He was a man of strong personality. His hold over his students was lasting.

Dr. A. J. Rickoff.

On the last day of March word came from the far West that Dr. Andrew J. Rickoff had died on the 29th of the month. Mrs. Rickoff had gone a little more than a year before; her death was recorded in the last Summer Number of THE SCHOOL JOURNAL. The educational world mourns their loss, but every one must be glad for him that he has gone to rejoin the wife and son for whom he sorrowed so deeply. Dr. Rickoff was known and will long be remembered as one who labored for the best in education. He was often called the father of the graded school system. He was considered one of the best "all-round" school superintendents this country has had. To-

THE COMMISSIONER OF EDUCATION OF THE UNITED STATES SAID

in a letter to the author of

Graham's Standard Phonography:

"I consider it all-important that but one system should prevail in this country, and for many reasons I consider the 'Standard Phonography' in which your books are printed to be the best before the public."

In connection with the above statement of DR. HARRIS, consider the following FACTS:

No other system is easier to learn than the GRAHAM.

No other is more legible and no other so brief.

A speed of 100 words a minute can be acquired by average students in four to six months,—some get it in three.

A great many who fail with other systems succeed with GRAHAM'S.

The four most generally practised systems are represented among the OFFICIAL COURT STENOGRAPHERS of the country in the following proportions:

| | |
|-------------|--------------|
| GRAHAM | 48 Per Cent. |
| Benn Pitman | 12 " " |
| Munson | 12 " " |
| I. Pitman | 6% " " |

These are good reasons for investigating the GRAHAM system before deciding which to learn or to introduce into a school.

Correspondence is solicited. Circulars and Catalogues on request.

ANDREW J. GRAHAM & CO., 742 Broadway, New York.

If you are a Teacher of

BOOKKEEPING

you will want to know about the works which we publish on that subject. Following is a partial list



The Practice System of Business Training.

First Lessons in Bookkeeping.

New Introductory Bookkeeping.

New Complete Bookkeeping.

Office Routine and Bookkeeping.



Specimen pages and descriptive catalogue of all our commercial publications sent free to teachers on application.

WILLIAMS & ROGERS, Publishers,

ROCHESTER, N. Y.

CHICAGO, ILL.

PATRIOTIC SONGS

FOR SCHOOL AND HOME.

Price, postpaid 60 cents.

A collection of patriotic songs arranged as follows:—
Our Country, 21 numbers; Our Flag, 13 numbers; Our Navy, 4 numbers; Our Heroes (Memorial Day), 8 numbers; Our Homes, 5 numbers; Hymns of Patriotism, 17 numbers; National Days, 7 numbers; Miscellaneous, 7 numbers.

One hundred and ninety-eight pages of music printed on good paper and bound in boards; cloth back. Size octavo.

ARRANGED FOR SCHOOL USE.

Two features distinguish the volume:

First. Its plan and size. The volume is devoted entirely to Patriotic music, and it is believed that no such work of this character has thus far appeared in print. As the love of home is the natural basis of love of country, a few songs of home have been included. Music and words that are sectional in character have been carefully omitted, and it is believed that the volume in its entirety will be found in perfect consonance with the spirit of concord so happily manifest in our land.

Second. The unique arrangement of the voice parts has been made in response to the urgent demand of experienced workers in the public schools. As the tenor part, to be sung at all, must in most cases be sung—in schools—by an alto voice (boy or girl), this part has throughout the book been written in the G clef, and denominated Alto-Tenor. This is a duplication of the original tenor part, which will be found in its usual place on the bass staff.

The alto part has been written beneath the soprano or treble, as a second soprano.

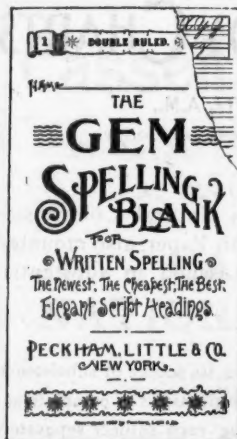
Wherever needed, the music has been transposed into keys that will accommodate young voices, by avoiding high notes in the soprano part, and, on the other hand, low notes in the bass part. The range of the latter has also been restricted wherever possible. While the majority of the choruses are in four-part harmony, a number of three-part songs prepared for the collection have been included.

MUSIC REVIEW.

Published monthly. Subscription Price, 25c. a Year. Send stamp for sample copy, containing two pieces of music.

All Musical publications. Send us your orders.

OLIVER DITSON COMPANY, - - - - - BOSTON.
C. H. DITSON & CO., - - - - - NEW YORK.
J. E. DITSON & CO., - - - - - PHILADELPHIA.



Made in 4 Styles.

- No. 1. Slant Script Headings, Double Ruled.
- No. 2. Slant Script Headings, Single Ruled.
- No. 3. Vertical Script Headings, Double Ruled.
- No. 4. Vertical Script Headings, Single Ruled.

Write for Samples and Prices.

Used in Greater New York, Philadelphia, and other cities.

New York Agents for

ZIEGLER'S SCIENTIFIC APPARATUS.

College and School Supplies.

CORRESPONDENCE SOLICITED.

PECKHAM, LITTLE & CO.,

PUBLISHERS,

No. 63 East 8th Street, - - New York.

JUST PUBLISHED.

The Novello Music Course Primer,

By FRANCIS E. HOWARD,
Supervisor of Music in Public Schools, Bridgeport, Conn.

CONTAINS 351 MELODIC EXERCISES AND 102 SONGS GRADED. Strongly bound in board covers.

INTRODUCTION PRICE, 32 CENTS.

TO BE CONTINUED BY SAME EDITOR:

The Knickerbocker Series of School Songs.

BOOK I.....Fifty Union Songs.

" II.....Twenty-Three-Two Part Songs.

" III.....Thirteen Three-Part Songs.

PRICE,

Paper Cover, 25 cents.

Board, 30 cents.

Special Terms for Quantities.

NOVELLO, EWER & CO.,

21 East 17th Street,

NEW YORK.

A New Geography.

THE INDUCTIVE GEOGRAPHY.

By CHAS. W. DEANE and MARY R. DAVIS.

A complete text-book, up-to-date, surpasses the best in use in conciseness, in simplicity of expression, in arrangement, in up-to-dateness, in convenience of size, in low cost.

Size 7 x 11 inches. Sample, postpaid.....75 cents.

Two New Spellers

THE CLASSIC SPELLER.

By J. C. FERNALD, Editor of Student's Standard Dictionary.

The ordinary plan of making the dictation to fit the spelling is reversed and the spelling is selected from quoted extracts of Great Masterpieces.

Sample, postpaid.....Price, Part I, 11c.; Part II, 20c.

THE STUDENT'S STANDARD SPELLER.

By E. P. MAXWELL.

A drill book on a new, practical and intellectual plan. Complete drill on over 10,000 words. No words below third reader. Over 400 lessons.

Sample, postpaid.....35 cents.

TOPICAL MANUAL OF U. S. HISTORY.

By W. ALEX. SMITH.

202 pp., size 7 x 11 inches, bound in cloth. Writing paper for notes on the "Library Method."

Sample, postpaid.....60 cents.

PRACTICAL QUESTIONS IN U. S. HISTORY.

By C. H. DAVIS.

The questions are concise and logically arranged. They are comprehensive and cover the range of the ordinary text-book in its subject, including Spanish-American War. Especially valuable for review, or preparation for regents' examination.

Price, 25 cents. Answer, 25 cents.

For Examination, both for.....30 cents.

These are all new—Just from Press.

Circulars of any of these and our catalogue.

POTTER & PUTNAM COMPANY,

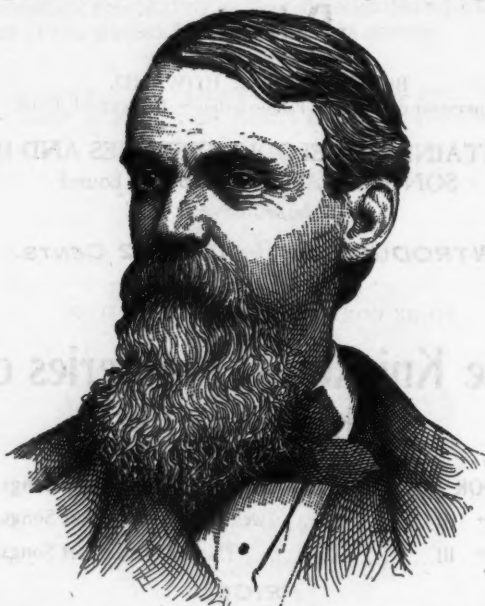
74 Fifth Avenue, NEW YORK.

809 Market Street, SAN FRANCISCO.

Mooney Bldg., BUFFALO. Charles Block, DENVER.

gether with Dr. W. T. Harris he arranged the well-known "Appletons Readers," and he was the author of various other text-books.

Andrew Jackson Rickoff was born in Newhope, N. J., August 23, 1824. When he was six years of age his



parents moved to Cincinnati, where he obtained his education. He began his life as a teacher at the age of seventeen in Ohio country schools. After a few years of service in Portsmouth he returned to Cincinnati where he became a principal and later the superintendent of schools. Five years later he established a private school in the same city, which he continued for nine years.

In 1867 he was elected superintendent of the Cleveland

schools, and this position he held for fifteen years. In 1855 he was elected president of the Ohio State Teachers' Association. In 1880 he was made a member of the National Council of Education, and the following year a life director of the N. E. A. In 1882 he accepted the superintendency of the Yonkers (N. Y.) schools. He remained here until pressure of literary work induced him to devote his strength entirely along that line. He then established himself in New York until after the death of his son in 1892. This was a terrible blow to both the father and mother, and the next five years were spent in California, where they tried to recover courage for further work. They returned to New York two years ago where they remained until Mrs. Rickoff's death. The last months of his life Dr. Rickoff spent in Berkeley, California, with his daughter.

S. S. Packard.

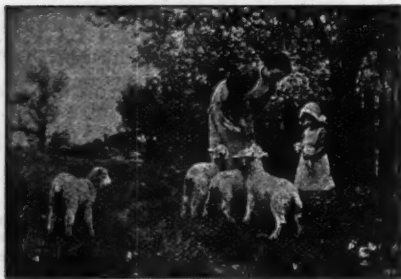
Silas Sadler Packard, founder and president of Packard's Business college died on Oct. 6, 1898. Mr. Packard's early days were spent in a log cabin. At the age of sixteen he began to teach penmanship and six years later, when only twenty-two, he became a teacher in the Bartlett Commercial college. In 1856, he helped Bryant and Stratton start a business college at Buffalo and two years later, in company with them, he founded the Bryant, Stratton, and Packard Business college in New York. The school at present has more than 15,000 graduates. The Paris and Rouen business schools were founded on Mr. Packard's models, after a personal examination of the system.

Dr. Charles A. Schaeffer.

Charles Ashmead Schaeffer, A. M., Ph. D., L.L.D., president of the University of Iowa, died September 23,



ART IN THE SCHOOL-ROOM.



Copyright 1893, by Photographische Gesellschaft.

2313. E. H. WATERLOW—THE NURSERY.

WE have given careful study to the problem of school-room decoration ever since the beginning of the now rapidly spreading movement. From the vast number of our reproductions of generally conceded superior quality, we have selected 125 subjects which experience has proved to be especially suitable for the different grades. A list of these is mailed upon receipt of 5 cents in stamps to parties mentioning this paper.

The provision of the customs tariff according to which reproductions for educational institutions may be imported duty free, enables us to allow a special discount to schools on orders of a sufficient amount. We shall be pleased to furnish particulars on application.

BERLIN PHOTOGRAPHIC CO.,

14 East 23d Street, New York.

NATURE STUDY CHARTS

By Prof. K. G. LUTZ, A.M.,

Instructor in Natural History and Zoology.

Thirty Plates lithographed in Natural Colors, size 17½ by 25 inches. Published on Paper, also mounted on Linen. The entire series issued in substantial portfolio.

The origin of each object is shown, its source of subsistence, and the principal causes of its extinction; a complete and comprehensive Hand Book treating each subject separately, accompanies each set.

To have such accurately drawn and colored pictures and such complete descriptive notes is the next thing to the possession of the living specimens themselves. They have made field work and out-of-doors excursions possible without leaving one's desk.

In the hands of a competent teacher their educational value is enormous.

Full particulars, also illustrated descriptive circular and specimen pages from Hand Book forwarded on application to the publishers.

RAPHAEL TUCK & SONS COMPANY, Ltd.

EDUCATIONAL DEPARTMENT.

368 Broadway, New York.

Liberal Terms to Experienced and Competent Agents.

JUST PUBLISHED:

BRITISH ANTHOLOGIES.

- | | |
|--|-------------------|
| I. The Dunbar Anthology, 1401-1508 A.D. | <i>Preparing.</i> |
| II. The Surrey & Wyatt Anthology, 1509-1547 A.D. | <i>Preparing.</i> |
| III. The Spenser Anthology, 1548-1591 A.D. | <i>Shortly.</i> |
| IV. The Shakespeare Anthology, 1592-1616 A.D. | <i>Now ready.</i> |
| V. The Jonson Anthology, 1617-1637 A.D. | <i>Now ready.</i> |
| VI. The Milton Anthology, 1638-1674 A.D. | <i>Now ready.</i> |
| VII. The Dryden Anthology, 1675-1700 A.D. | <i>Shortly.</i> |
| VIII. The Pope Anthology, 1701-1744 A.D. | <i>Shortly.</i> |
| IX. The Goldsmith Anthology, 1745-1774 A.D. | <i>Preparing.</i> |
| X. The Cowper Anthology, 1775-1800 A.D. | <i>Preparing.</i> |

EDITED BY

Professor EDWARD ARBER, F.S.A.

Fellow of King's College, London, etc.

18mo, cloth extra, 75c. per volume. Each volume is complete in itself and may be obtained separately.

This is the first adequate attempt that has ever been made towards an historical national Anthology at popular prices. The Series will contain about 2,500 entire Poems and Songs, written by some Three Hundred Poets.

It will include the largest collection ever printed of the most exquisite Love Lyrics in our language, some serious Poems, many notable Ballads, some Political Verse, a few Prison Songs; also Naval and Military Songs, Drinking Songs, Mad Songs, Satires, etc., together with Poems in praise of the Country Life and its various pleasures, Hunting, Hawking, Fishing, etc.

Nearly every form of English Versification will be represented in the Series.

For sale by all Booksellers. Send for descriptive circular.

OXFORD UNIVERSITY PRESS,

(American Branch.)

91 and 93 Fifth Avenue, New York.

SUPERIOR TEXT-BOOKS

BROWN'S SERIES OF GRAMMARS

The Standard Authority in the Correct Use of the English Language.

CLASSICAL—RELIABLE—PRACTICAL

Brown's Language Lessons.

Brown's First Lines.

Brown's Institutes.

Modern Methods of Teaching.

MAY'S SERIES OF PHYSIOLOGIES.

Presenting practical information in the most attractive manner. Copious Illustrations.

May's Primary Physiology.

FOR PRIMARY GRADES.

May's Anatomy, Physiology, and Hygiene

FOR INTERMEDIATE AND GRAMMAR GRADES.

SPECIAL TERMS FOR INTRODUCTION,

WILLIAM WOOD & COMPANY,

No. 51 Fifth Avenue, New York.

Cassell & Company's Educational Works

"The Cream of the World's Literature"

AT TEN CENTS PER VOLUME.

CASSELL'S
NATIONAL LIBRARY

Edited by

Prof. HENRY MORLEY, LL.D.

In neat volumes, size 3¼ x 5½ inches. Each containing about 200 pages of clear, readable print, on good paper.

Price in Paper, 10 cts. per Volume. In Cloth, 20 cts.

Extensively used in schools and colleges for supplementary reading.

A complete list numbering 214 volumes, sent on application. If you are not familiar with this series, we shall be glad to forward a sample volume for examination, for 5 cents.

Complete Catalogue of EDUCATIONAL, and FINE ART Publications sent on application.

CORRESPONDENCE SOLICITED.

CASSELL'S
DICTIONARIES

are recognized by educators as "THE BEST DICTIONARIES FOR CLASS WORK."

ALWAYS Bound in cloth, RED BACK and GREEN SIDES.

Cassell's French-English and English-French Dictionary. Now in its 515th Thousand. Price, \$1.50.

Cassell's German-English and English-German Dictionary. Now in its 235th Thousand. Price, \$1.50.

Cassell's Latin-English and English-Latin Dictionary. Now in its 115th Thousand. Price, \$1.50.

A HISTORY OF ENGLAND

From the Landing of Julius Cæsar to the Present Day.

By H. O. ARNOLD-FORSTER, M.P. 832 pp. 250 illustrations. Printed on thin superior paper, making a handy, compact volume for class use. Price, \$2.00.

Written in simple language, sufficiently full to serve for reference, and at the same time sufficiently interesting to be read as well as to be consulted; a book within the reach of all in matter of price, and rendered attractive by good illustrations copied from first rate originals.

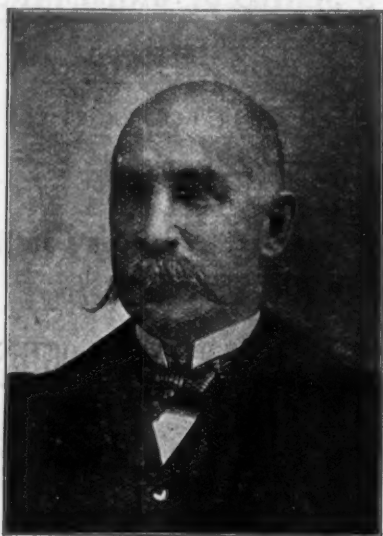
CASSELL & COMPANY, Limited, 7 and 9 West 18th St., New York.

LONDON.

PARIS.

MELBOURNE.

1898. Dr. Schaeffer was graduated from the University of Pennsylvania in 1861. He studied later at the Lawrence Scientific school, at the Ecole Polytechnique, Paris, and at the University of Goettingen. On his re-



turn to this country he became instructor in chemistry at Union college. He was soon called to a position of greater responsibility as professor of mineralogy and industrial chemistry in Cornell university. There he remained for seventeen years. In 1886 he was made dean of the fac-

ulty, a position which he resigned to accept the presidency of the University of Iowa.

H. E. Holt.

Prof. H. E. Holt, for many years an instructor of music in the public schools and author of the music system which bore his name, died October 16. At the time of his death he was a supervisor of music in the public schools and a member of the faculty of the Emerson College of Oratory. He aided Dr. Damrosch in the establishment of the people's singing classes in New York.

New England's Loss.

In the death of Charles Bradford Goff, Dec. 1, 1898, Providence, R. I., lost an eminent classical teacher. Dr. Goff in his forty years of life as a teacher prepared more than 500 boys for college and he had about 5,000 pupils under his instruction. He was for many years principal of a private school in Providence, which he founded in partnership with Dr. W. A. Mowry. Dr. Goff exercised a remarkable influence over his pupils. He was a graduate and a trustee of Brown university from which he received the degree of Ph. D.

New Hampshire has lost two of her veteran teachers of national reputation during the year. Dr. Samuel Colcord Bartlett, for fifteen years president of Dartmouth college, died at his home in Hanover, November 16, at the age of eighty-one. Prof. Bradbury Wentworth Cilley, for more than forty years instructor in Greek in Phillips Exeter academy, died early in the spring. He was, during all his long life as a teacher, very popular with the students and his death was lamented by his old pupils and hosts of friends thruout the country.

SPECIALTIES

JENA NORMAL GLASS SURPASSES EVERY GLASS MADE YET.

EVERY PIECE GUARANTEED.

Kahlbaum's Famous Organic and Inorganic Chemicals and C. P. Reagents; GERMAN and BOHEMIAN Glassware; Royal Berlin and Royal Meissen Porcelain; Chas. Schleicher & Schuell's C. P. Filters.

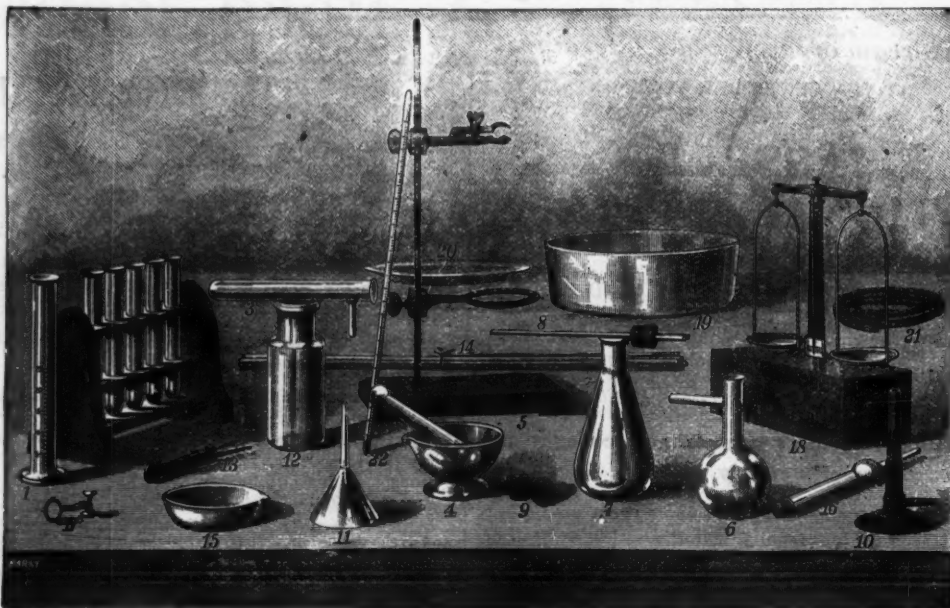
Purest,
Densest
Hammered
Platinum.

F. Schmidt
& Haensch's

Polari-
scopes.

Spectro-
scopes.

Carl Zeiss'
Famous
Microscopes



Balances
of all
makes and
descriptions.

Weights
of all kinds.

Collections
of
Minerals,
Rocks,
Crystal,
Models,
Precious
Stones,
etc.

All Kinds of Scientific GLASS BLOWING done on the PREMISES. Everything necessary for the Chemical and Physical Laboratories constantly kept in stock and furnished at the lowest possible prices.

Estimates and Correspondence solicited.

Large Illustrated Catalogues mailed free on application

EIMER & AMEND, 205-211 Third Ave., New York.

Importers and M'frs of Chemical and Physical Apparatus, C. P. Acids, Chemicals and Assay Goods.

ZIEGLER ELECTRIC COMPANY,

Boston, Massachusetts.

Headquarters for complete laboratory equipment.

A Practical Outfit for

Wireless Telegraphy

Send for descriptive matter.

AT A MODERATE PRICE.

Another new instrument, already widely used, is the

Direct Reading Volt-Ammeter

for battery currents.



Volt-Ammeter No. 1008 A.

Thoroughly accurate and reliable. Range 20 volts and 15 amperes. Fine construction. Mirrored scale preventing error of parallax. *Carefully standardized.* Indispensable to every laboratory. By express, prepaid, \$6.50.

A new general catalogue is now in press and will be mailed upon request to school officials about July 1st.

Blickensderfer Typewriters.



THE schools are using them. They are light, neat, clean, and have a never-wear-out quality. Do as good work as the high-priced machines, and are easier to handle.

OUR NEW HOME.

We have recently taken the seven-story building at 325 Broadway where we show the Blickensderfer machine and also a perfect line of desks, filing cabinets, etc. We are sole agents for the Tucker Card Index System, Tucker Suspension Letter and Document Files, and the Wells Letter and Catalogue Files. 100-page catalogue on application.

Blickensderfer Manufacturing Co.,

195 La Salle Street,
CHICAGO.

325 Broadway,
NEW YORK CITY.

Executive Office and Factory: STAMFORD, CONN.

W. & A. K. Johnston's Maps.

On New York City Supply List for 1899.

MAP VALUES.

THE value of a map depends upon whether it can be *relied on*. You may not be positive yourself about certain political boundaries, but if Johnston's latest maps show the boundary to be such and such a place, you can *depend upon it* that it is right. W. & A. K. Johnston are the largest map publishers in the world, and are the official engravers of the Royal Geographical Society. Therefore, their maps are the only *authority* on geographical questions. How much is a map worth if you *have no confidence* in it? Nothing! Johnston's maps possess greater *value* than other maps, because you can *depend upon* them.

They are engraved on copper plates, colored in oil, and represent the highest type of perfection in map making. Write to us regarding the Johnston "Series of Maps," Lettered, Unlettered, Physical, Classical and Scriptural, and ask for catalogue "D."

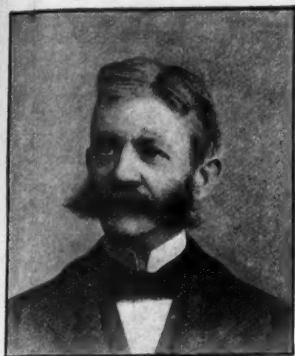
J. M. OLCOTT & CO.,

Sole Agents for the United States.

78 Fifth Avenue, - - NEW YORK.

84 Wabash Avenue, - - CHICAGO.

W. & A. K. Johnston's Globes.



WE CONGRATULATE SCHOOL BOARDS

Who have been USING the

“Holden System for Preserving Books”

Because we KNOW they have been benefited by Making their text-books

Last Longer, Wear Better, and Keep Cleaner!

Self-Binders for LOOSENED LEAVES and Transparent Paper for TORN LEAVES.

The “Holden Book Covers” are strong enough to stand a Year’s Wear and Tear!

It costs but 5 cents to Cover 4 Books!

Let the Covers Receive the Soiling of a Year Instead of the School Books!

1300 School Boards are Using this System AND ORDER ANNUALLY.

If you are SKEPTICAL as to the DOLLARS we Save,

Send for a trial order of 100 Book Covers and this PRACTICAL DEMONSTRATION

WILL CONVINCE EVERY MEMBER OF YOUR BOARD!

Such LARGE CITIES as the Following:

Philadelphia, Washington, New York City, Pittsburg, Allegheny, Worcester, Atlantic City, Butte, Toledo, Duluth, Utica, Erie, Providence, Springfield, New Britain, Bangor, Lowell, Scranton, Fall River, Sandusky, Rahway, Harrisburg, Omaha, Lockport, New Bedford, Biddeford, Manchester, Lancaster, Pawtucket, Concord, Helena, Fitchburg, Taunton, Niagara Falls, Hartford, Pueblo, Passaic, St. Albans, Waterbury, Reading, West Springfield, Tiffin, Towanda, Wallingford, New Haven, Tonawanda—space forbids our giving names of Hundreds of others equally as large—

Have and Do Use

OUR ARTICLES IN ORDER TO SAVE MONEY BY PRESERVING THEIR BOOKS.

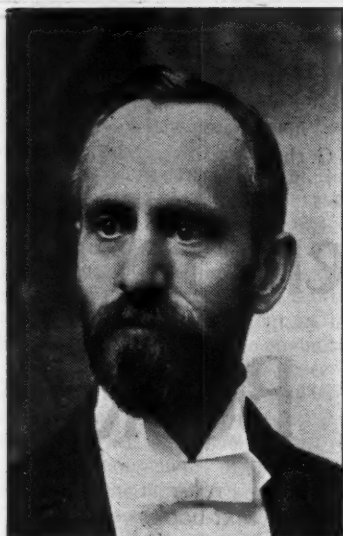
Samples Sent on Request.

P. O. Box, 643—B.

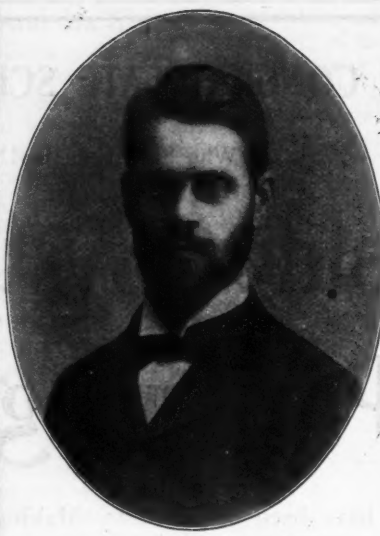
HOLDEN PAT. BOOK COVER CO., Springfield, Mass.

G. W. HOLDEN, President.

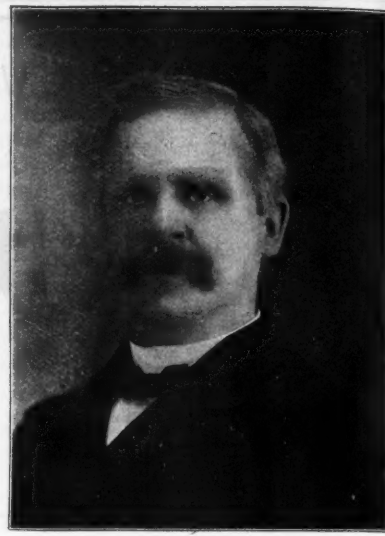
M. C. HOLDEN, Secretary.



Dr. Theodore B. Noss, Principal of the California, Pa. Normal School.
President of the Department.



Dr. Herman T. Lukens, Head Training,
Teacher, State Normal School,
California, Pa.
Who will open the discussions at the Los Angeles meeting.



Prof. J. N. Wilkinson, of the State Normal School,
Emporia, Kansas.
Secretary of the Department.

Department of Normal Schools, N. E. A.

must be erected under the supervision and in accordance with the directions of the committee. Particular care must be observed in moving material that no injury is done to the building.

15. All signs must be small, neatly painted or printed, and so placed as not to interfere with other exhibits. Any sign may be removed on the order of the committee, whenever, in its option, it does not conform to these requirements.

16. Each exhibitor must provide, at his own expense, the necessary structures, such as platforms, tables, show-cases, shelves, etc., and operate or display his articles on exhibition, subject to the supervision and direction of the

committee, in order to protect the rights of all, and to secure general harmony and symmetry of the exhibition. If the committee provide tables, or additional wall space by extra construction within, the exhibitors will pay their pro rata share of exact cost thereof.

Local committee on exhibit of school books and school appliances, E. T. Pierce, *chairman*.

Messrs. E. L. Kellogg & Co.'s attractive exhibit of educational periodicals and books will be in charge of Mr. A. Flanagan, the Western representative of the firm. A cordial invitation is extended to all our friends to inspect this exhibit. They are assured of a hearty welcome.

FOR LENGTH AND : : : :
QUALITY OF SERVICE



"NO boy is really educated up to the possibilities of his times, unless he can work a typewriter. It is easy to learn, and it will help him to think more easily, more clearly, more correctly. You cannot hide blunders made with a typewriter. They fairly shriek out from the lines for recognition and correction."

—N. Y. World, Jan. 7, 1897.

THE Remington Standard Typewriter

DEFIES COMPETITION

It will stand the wear and tear of unskilled use in the schoolroom longer than any other.

It is most strongly and simply built. It is easy to learn and operate. It is unquestionably the machine most favorably known, and most generally used in the business world to-day.

The Remington Typewriter helps the student to gain an education, and aids him, when school days are over, to find a place in business or professional life.

Send for free pamphlets on the Educational Use of the Typewriter.

WYCKOFF, SEAMANS & BENEDICT : : : : : 327 BROADWAY, NEW YORK.

∴ The Value of the Typewriter ∴

as one of the most efficient aids in securing correctness of expression is beyond question.



The New Century

GIVES THE LEARNER EVERY PRINCIPLE OF PROVED
UTILITY IN ITS BEST FORM, SO THAT THE USE
OF THE MACHINE IS ALMOST UNCONSCIOUS
AFTER A VERY SHORT TIME.

EDUCATORS ARE INVITED TO WRITE FOR OUR ILLUSTRATED PAMPHLET.

AMERICAN WRITING MACHINE COMPANY,

316 Broadway, New York.



THE DENSMORE,

"The World's Greatest Typewriter!"

Responds to the effortless touch of the child's delicate fingers.

The special features adapting the Densmore to school work are mentioned by themselves in our pamphlet which is sent free on application. The Densmore is used in hundreds of schools.

Only made with ball-bearing type-bars.

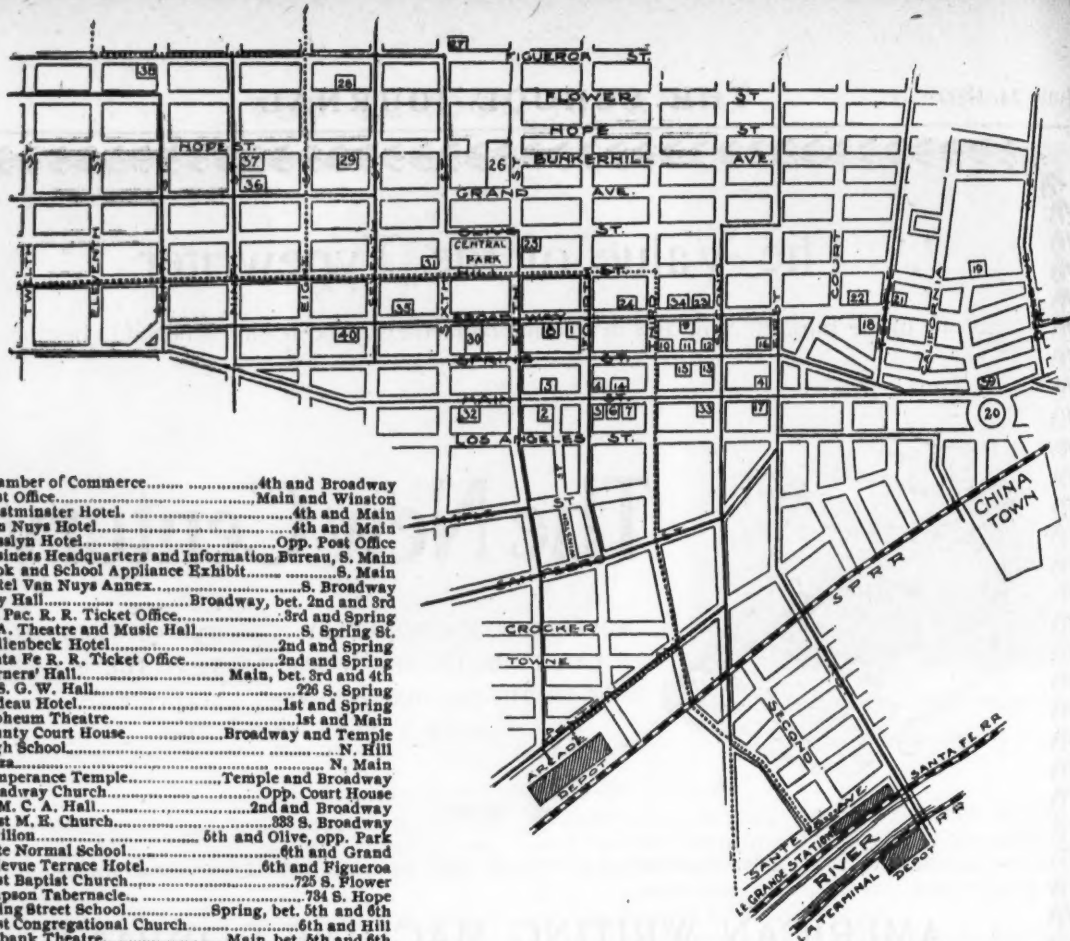
Ball-bearings made the bicycle—they perfect the typewriter.

Nearly ten years of phenomenal success has established the position of the Densmore.

A number of Densmores are used by The New York SCHOOL JOURNAL with whom it is favorite.


DENSMORE TYPEWRITER COMPANY,

316 Broadway, New York.



- 1 Chamber of Commerce.....4th and Broadway
- 2 Post Office.....Main and Winston
- 3 Westminster Hotel.....4th and Main
- 4 Van Nuys Hotel.....4th and Main
- 5 Rosslyn Hotel.....Opp. Post Office
- 6 Business Headquarters and Information Bureau, S. Main
- 7 Book and School Appliance Exhibit.....S. Main
- 8 Hotel Van Nuys Annex.....S. Main
- 9 City Hall.....Broadway, bet. 2nd and 3rd
- 10 So. Pac. R. R. Ticket Office.....3rd and Spring
- 11 L. A. Theatre and Music Hall.....S. Spring St.
- 12 Hollenbeck Hotel.....2nd and Spring
- 13 Santa Fe R. R. Ticket Office.....2nd and Spring
- 14 Turners' Hall.....Main, bet. 3rd and 4th
- 15 N. S. G. W. Hall.....226 S. Spring
- 16 Nadeau Hotel.....1st and Spring
- 17 Orpheum Theatre.....1st and Main
- 18 County Court House.....Broadway and Temple
- 19 High School.....N. Hill
- 20 Plaza.....N. Main
- 21 Temperance Temple.....Temple and Broadway
- 22 Broadway Church.....Opp. Court House
- 23 Y. M. C. A. Hall.....2nd and Broadway
- 24 First M. E. Church.....383 S. Broadway
- 25 Pavilion.....5th and Olive, opp. Park
- 26 State Normal School.....6th and Grand
- 27 Bellevue Terrace Hotel.....6th and Figueroa
- 28 First Baptist Church.....725 S. Flower
- 29 Simpson Tabernacle.....734 S. Hope
- 30 Spring Street School.....Spring, bet. 5th and 6th
- 31 First Congregational Church.....6th and Hill
- 32 Burbank Theatre.....Main, bet. 5th and 6th
- 33 Catholic Cathedral.....2nd and Main
- 34 Blanchard's Hall.....Broadway, bet. 2nd and 3rd
- 35 St. Vincent Hall.....Broadway, bet. 6th and 7th
- 36 Trinity M. E. Church South.....945 S. Grand Ave.
- 37 Jewish Synagogue.....9th and Hope
- 38 Immanuel Presbyterian Church.....10th and Figueroa
- 39 Old Mission.....N. Main, opp. Plaza
- 40 Ebell Hall.....Broadway, bet. 7th and 8th
- 41 Natick Hotel.....Main and 1st

Map of a Portion of the City of Los Angeles, showing railway and street car lines, location of meeting halls, principal hotels, and other points of especial interest to the visitors who will attend the great convention of the N. E. A., to be held July 8-14.



Diplomas

(Highest Award World's Fair, 1898.)

ARTISTIC, high grade, lithographed Diplomas, of approved wording and design, carried in stock. These blank forms were specially designed for the purpose, are correct in every detail, and can be supplied by return mail.

Many institutions want a Diploma *exclusively* their own. These we make to order, submitting original designs for approval. Such orders require time.

Mr. Ricketts' is an establishment where *quality* is the first consideration; where prices are based upon a fair and reasonable advance above cost and are the *same* to one and all.

Remember that we meet all requirements of the Diploma in design, engraving, engrossing, etc.

C. L. RICKETTS,
162 Dearborn St., CHICAGO.

MURESCO

For School-Room Walls and Ceilings.

From "The School Journal" January 1st, 1898:

"A soft, pleasing color upon school-room walls is a benefit in many ways to teacher and pupil. It rests the eyes, charms the artistic sense, and forms a good background for portraits and pictures. An improvement upon the old fashioned kalsomine is 'Muresco,' which is prepared ready for use by mixing it with boiling water. It can be applied by an inexperienced person, as it does not need a coat of sizing to take a firm hold, and will prove a durable finish. One application of the lightest shade will efface even a dark surface. For a room with a northern exposure the Yellow tints Nos. 4, 12 or 14 would give a cheerful atmosphere. The neutral tints, Nos. 5, 10, 6 and 9, would be appropriate for a sunny outlook. The Terra Cotta (No. 15) could be adopted in hallways, vestibules or cloak rooms."

Muresco has been used for several years on the public schools of Brooklyn and Chicago and on many public and private schools throughout the country; it is Artistic—Economical—Fire Proof—Sanitary—Durable.

Send for Color Card and Booklet.

BENJAMIN MOORE & CO.,

Brooklyn-New York Chicago, Ill.

MODERN UP-TO-DATE SCHOOL APPARATUS AND SUPPLIES

Everything needed in a school-room. Charts of all kinds. Maps, Globes, etc. We can furnish anything desired from a slate pencil or a box of chalk to the most modern and expensive scientific apparatus.

There is hardly a school-room in the land but what is in need of **something** in the way of apparatus that would make studies more comprehensive to the pupils. Progressive school boards recognize this fact and are constantly on the look out for latest developments in school-room utensils.

A carpenter can't work without proper tools, nor can a teacher accomplish good results without suitable conveniences. Remember we are "first hands." Goods bought from us do not carry several profits as is the case in buying from local retailers who also have a limited stock to select from.

We publish an elaborate 95-page catalogue, illustrating **everything** needed in the school-room. Send for it. It is free for the asking.

Do You Need School Desks? If so, we have the finest line on the market to submit for your consideration. If you are interested in school-room work we would be glad to send you descriptive catalogues of our various lines. They are worth your study.

AMERICAN SCHOOL FURNITURE CO.

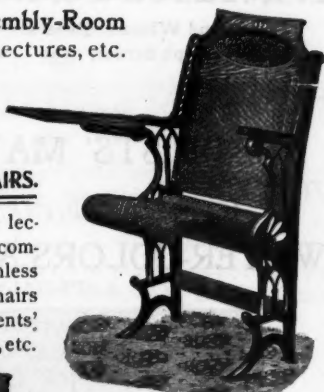
New York and Chicago

A MODERN SCHOOL HOUSE

should have an Assembly-Room for public gatherings, lectures, etc. No school assembly-room is complete unless it is seated with

OPERA ASSEMBLY CHAIRS.

No class-room used for lectures and like purposes, is complete or as it should be, unless it is provided with opera chairs with tablet arms for students' use in making memoranda, etc.



The finest school buildings in the land are fitted this way, and all should be. Investigate the subject and you will be converted at once. If you desire to be informed on the matter, write for our descriptive catalogue. It is yours for the asking. About a million of our assembly chairs are in daily use and every chair is an endorsement of the idea that they are a necessity as well as a convenience.

We also produce the finest line of school desks in the world. If you are interested in these matters, we are interested in you and would like to get acquainted.

A postal card of inquiry, sent by you to us, will serve as a mutual friend in the way of an introduction. Let's get acquainted.

C. F. PERKINS, Manager. **Grand Rapids School Furniture Works,**

Eastern Office, 314 Constable Building, New York.
Factory, - - - Grand Rapids, Michigan.

SENSIBLE PEOPLE

Have abandoned the idea of the old-fashioned rigid school desks combining desk and seat in one. Progressive school boards now seat their school-rooms with the modern

ADJUSTABLE CHAIR DESKS

By their use each child, no matter how large or small, is exactly fitted—is comfortable and, as a consequence, in a frame of mind to properly attend to his studies.

No distorted spines, no deranged vision, no slamming of folding seats, and the thousand and one other objections to ordinary school desks used by schools that have not kept pace with the times. Especially adapted to all kinds and characters of schools, from the primary to the advanced seminary or college.

DON'T PURCHASE until you have investigated the claims we make for this style of seating, and have looked over the evidence we have to submit of those who have used our desks.

One cent will buy a postal card. A moment's time will address an inquiry to us and the return mail will bring you our catalogue, etc.

J. H. BUTLER, Manager.

CHANDLER ADJUSTABLE CHAIR & DESK WORKS

165 Devonshire Street, Boston, Mass.



A WARM ARGUMENT

doesn't always bring out COLD FACTS,

But it needs no wordy argument to demonstrate the fact that the **TRIUMPH AUTOMATIC SCHOOL DESK** is the best on the market.

A million desks in use are mute witnesses of the fact that the **TRIUMPH** is all and more than it is claimed to be—THE BEST SCHOOL DESK MADE. Thousands of school officers will give their testimony to the fact that the purchase of the **TRIUMPH** brings lasting satisfaction.

If there is any reason for your purchasing school desks, there is every reason for your selecting the **TRIUMPH**.

Experienced school officers cannot be deceived into buying inferior school desks simply because they are cheap.

Inexperienced school officers cannot afford to experiment. The **TRIUMPH** is not an experiment. A MILLION DESKS IN USE ATTEST ITS GOODNESS.

Send for catalogue and printed matter—AND GET THE COLD FACTS.

E. C. SHAFER, Manager.

BUFFALO SCHOOL FURNITURE WORKS.

EASTERN OFFICE—109 FIFTH AV., NEW YORK, N. Y.
WESTERN OFFICE—90 WABASH AV., CHICAGO, ILL.

"School Journal" Parties to Los Angeles

One party will leave New York City, *June 30*, at 6 P.M. via New York Central, and go by way of Michigan Central (taking in Niagara Falls, to Chicago, and there take the most direct route to Los Angeles, the Atchison, Topeka, and Santa Fe railroad). The return will be by the Northern Pacific. The cost of the trip including the national park excursion and all expenses for sleeper, meals, hotels, etc., need not exceed \$230. Those who cannot take in the Yellowstone will get along most



comfortably on \$180. The attractions along the Santa Fe are unsurpassed. The dining service is especially good on this road. In short, the trip promises to be a delightful one in every respect. The attractions of the Northern Pacific have been briefly described in these pages.

All who wish to go with this party from New York city or stations along the route, are requested to write to Ossian H. Lang, 61 East Ninth St., New York.

Another party will leave New York city July 1, at 2 P.M., for a trip that will cover a distance of 8,260 miles. The start will be made from Jersey City via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago the party will go via the Chicago and Northwestern road. There will be a short stopover in Omaha and a day will be spent in Denver and the Garden of the Gods. After passing by daylight thru the Royal Gorge, the Grand Canyon of the Arkansas river, a day will be spent at Salt

Lake. The party will reach Los Angeles July 11, to remain three days.

The return trip of both parties will be by way of the Northern Pacific railroads, with a stopover in San Francisco of two days, and a one day's stay at Portland. At Livingston the party will divide, those who return directly continuing on the Northern Pacific to St. Paul and thence going via the Northwestern road to Chicago, with a stopover of a day at Minneapolis and the Falls of Minnehaha. This party reaches New York July 26. Those who make the tour of Yellowstone park will return to New York, Tuesday, August 1. Arrangements will be made for any who desire to remain a longer time in California and return independently by any diverse route.

Further information concerning this party may be obtained either from Ossian H. Lang, 61 East Ninth St., New York, or from Associate Superintendent W. A. Campbell, 222 Quincy St., Brooklyn, N. Y.

The party conducted by Supt. Campbell leaves on July 1 at 2 P.M.; the one in charge of Mr. Ossian H. Lang at 6 P.M., on June 30.

Itinerary of Party No. I.

| | |
|--|------------|
| Leave Grand Central Station, New York, June 30 | 6 P. M. |
| Arrive at Buffalo, July 1 | 6 A. M. |
| " Niagara Falls, about | 7 " |
| " Chicago, July 1 | 8:55 P. M. |
| Leave Chicago, July 1 | 10 P. M. |



PERFECT DRAWING PENCILS.

Hardtmuth's "Koh-i-noor"



"Koh-i-noor"

Does not Break
or Smear

"Koh-i-noor"

Erases Easily

"Koh-i-noor"

Outlasts
all Other Pencils

"Koh-i-noor"

is made in 16
Degrees, there
by suits all
purposes

TEACHERS OF DRAWING should remember that the work of the pupil reflects either credit or discredit upon the teacher. Instruct your pupils to always use "KOH-I-NOOR" pencils and CREDIT will reflect upon both teacher and pupil.

"KOH-I-NOOR" pencils are for sale by all dealers.

L. & C. HARDTMUTH,

VIENNA & LONDON.

AMERICAN OFFICE:

123 West Houston Street, - - NEW YORK.

F. W. DEVOE & C. T. RAYNOLDS CO.

Fulton and William Streets, - NEW YORK.
176 Randolph Street, - - - CHICAGO.

MANUFACTURERS OF

ARTISTS' MATERIALS.

TUBE COLORS. PREPARED CANVAS.
OILS AND VARNISHES.

WATER-COLORS AND BRUSHES A SPECIALTY.



Boxes of

3 Colors,
5 Colors,
7 Colors,
10 Colors.

Send for Priced List.

Mathematical Instruments,

Drawing Papers,

Modeling Tools and Clay.

CATALOGUES ON APPLICATION.

F. W. DEVOE & C. T. RAYNOLDS CO.

The oldest and largest manufacturers of Colors and Brushes
in the United States.

EMPLOY YOUR TIME

During Vacation With Profitable Results.

We desire to obtain an active agent in every town and city in the U. S. to sell our new Household Necessities in Pure Aluminum, Enamel, Granite and Tin Ware and we guarantee that any person can easily make from \$4.00 to \$7.00 per day selling our goods as thousands of our agents are now doing. To work for us means to have permanent employment the year 'round as our goods find ready sale at all seasons. They were invented by women because needed and housewives at once see their merits and are pleased to purchase them. We have selected from the large and attractive line of which **WE ARE ABSOLUTELY THE ONLY MANUFACTURERS**, an outfit consisting of five useful household specialties which we have found to be among our very best sellers. Here it is:

"I can't eat out meal! Can't digest it!" Teachers of Domestic Science, say: "Cook Cereals by Steam, allowing the steam to circulate over and into them." Hence we have devised The Steam Cereal Cooker in which the kernels are made tender, delicious and readily digestible. Our No. 200 Steam Cereal Cooker consists of a large bottom pan 2 1/2 in. wide with an inside rack and cereal pan which holds 5 pints for cooking cereals, etc. also a tray with 5 deep cups for puddings, custards, etc., and 5 shallow cups for poaching eggs, steaming oysters, etc. Eggs are poached by steam in 2 minutes, not broken and water soaked. A little cup for each egg. A cook book free with each cooker.

MANY MEN SAY:

PERFECTION CAKE TIN.



Perfection Cake Tin has a removable bottom which enables you to remove without breaking the most delicate cake or pie. Will not leak batter. We make ten styles, round, square and oblong.

NO. 200 STEAM CEREAL COOKER AND POACHER.



SELF-SEALING PIE TIN.



Selfsealing pie tin has a crimped rim which holds both crusts firmly together and prevents the rich juices from escaping. It is so constructed that the crust will always bake crisp and brown.

THE WONDER

CREAM WHIP

will whip Cream in 3 minutes.



EGG BEATER

will beat Eggs in 30 seconds.



THE FAVORITE

CAKE SPOON

for stirring and mixing batter of all kinds.



useful as a skimmer and in 1001 ways.

HOW TO GET All that is required of anyone who wishes to secure this \$2.00 Outfit Free is to send name and address, and this valuable outfit with catalogue, printed matter, instructions, etc., etc., will be sent by express to any part of the U. S. As a guarantee that the person asking for the outfit is willing to work for us selling our goods, and to protect the well intending agent from any one who might be otherwise inclined, we send the outfit by express with full permission to carefully examine, and if same proves entirely satisfactory and exactly as represented, the express agent is required to collect \$1.25 to cover actual cost of goods, expressage and packing. If the party sending his name and address is not entirely satisfied that the goods, of which the outfit is an exact sample, are first class in every respect, and will find prompt and to the point, he can let the outfit come back at our expense we paying cost of expressage both ways. Then when any person who receives the outfit has sent us an order amounting to \$15.00 or over we will know we have secured an agent and will allow a deduction of \$1.25 from the amount of the order and in this way the outfit is obtained absolutely free in addition to the large profit made on the order. Any person who receives one of these outfits and then finds he cannot engage in this business may appoint an agent, who will send an order amounting to \$15.00 or over to us and have the \$1.25 refunded to him for appointing an agent. This is the best offer ever made by a reliable concern and any person can easily sell at least \$15.00 worth of these goods for \$20 or over, within a few days and make a handsome profit of \$15.00 or over for his work besides getting a \$2.00 outfit free. These five articles are only a few of the many attractive specialties contained in our handsome illustrated catalogue and we are constantly adding new articles. We keep a large stock constantly on hand and are able to fill all orders promptly. We teach you the work free and make everything absolutely plain as soon as you decide to act as our agent. In writing please be sure to mention "Special Agents Offer No. 92."

HOUSEHOLD NOVELTY WORKS, 21 to 25 Randolph St., Chicago.

A. G. SPALDING & BROS.

THE LARGEST GYMNASIUM MANUFACTURERS IN THE WORLD.

OUTDOOR GYMNASIA A SPECIALTY.

NEW YORK CITY has two Out-Door Gymnasiums, maintained by the Out-Door Recreation League, and both were furnished by A. G. SPALDING & BROS. They are worth examining. One of them is the Hudson Bank Gymnasium, located at 53d St. and Eleventh Avenue, and the other is the Seward Park Gymnasium bounded by Norfolk, Essex, Division and Hester Streets.

AMONG THE GYMNASIUMS RECENTLY EQUIPPED BY A. G. SPALDING & BROS. ARE THE FOLLOWING—

New Jersey A. C., Bayonne, N. J.; State Normal School, Worcester, Mass. Women's Gymnasium, Cornell University, Ithaca, N. Y.; Hebrew Orphan Asylum, N. Y. City; Y. M. C. A., Amesbury, Mass.; Y. M. C. A., Dover, N. H.; Roanoke College, Salem, Va.; State Normal Schools at North Adams, Mass.; Lock Haven, Pa.; Geneseo, N. Y.; Fitchburg, Mass.; A & M. College, Auburn, Ala.; Beaver College, Beaver, Pa.; Wesleyan Academy, Wilbraham, Mass.; Berkeley Institute, N. Y. City; Radcliffe College, Boston, Mass.; Ten Public Schools, Brooklyn, N. Y.; Mixed High School, 187th St., N. Y. City; Boys' High School, W. 18th St., N. Y. City; Public Schools, No. 2, 12, 20, 158, N. Y. City; Vacation School and Playgrounds, New York City, at No. 4, 15, 28, 48, 55, 75, 78, 84, 98, 94, 105, 107, 112, 117, 120, 181, 87, 49, 57, 25.

Equipping of Schools a Specialty. We are now furnishing purely Swedish Gymnasium Apparatus. Blue Prints free upon application and information gladly furnished on all subjects pertaining to Gymnasiums and Playgrounds. Send to Factory at Chicopee Falls for Blue Prints.

A. G. SPALDING & BROS.

New York :: Chicago :: Denver

D. Van Nostrand Company's

Recent and Forthcoming Publications.

Elements of the Differential and Integral Calculus.

Containing many numerical problems illustrating the text and showing actual applications in Engineering practice, a feature recommending it especially to Engineering departments of Technical Schools. By Prof. W. S. HALL, of Lafayette College, Easton, Pa. 8vo, cloth, illustrated. 260 pages. Price, \$2.25, net.

A Practical Course in Mechanical Drawing.

Being a simple, practical course of progressive lessons in Mechanical Drawing, especially adapted to the use of Schools, Colleges, etc. By WILLIAM FOX, M. E., and CHARLES W. THOMAS, M. E. Illustrated with numerous diagrams and cuts. 12mo, cloth. Price, \$1.25.

Applied Mechanics.

A Treatise for the use of Students who have time to work experimental, numerical, and graphical exercises illustrating the subject. By JOHN PERRY, M. E., D. Sc., F. R. S. 8vo, cloth, 650 pages, illustrated. Price, \$2.50.

The Compendious Manual of Qualitative Chemical Analysis of C. W. Eliot and F. H. Storer.

An entirely new edition from new plates, revised by W. B. LINDSAY, A. B., B. S., Professor of Chemistry in Dickinson College.

The manual of Eliot and Storer was originally written for the purpose of exhibiting the real simplicity and educational force of the study of Qualitative Analysis, and with the view of liberating both the student and the teacher from the tedious involutions and obscurities of the old Teutonic textbooks. That this purpose was accomplished is shown by the long-continued success of the book the eighteenth edition of which is now in press, and the high estimation in which it is held by the teachers who use it.

12mo, cloth, illustrated, 204 pages. Price, \$1.50.

*Copies sent prepaid on receipt of price.

D. VAN NOSTRAND COMPANY,

PUBLISHERS.

23 Murray and 27 Warren Sts., New York.

(Via Atchison, Topeka & Santa Fe)

| | |
|---|-------------|
| Leave Chicago, July 1, | 10 P. M. |
| Arrive at Kansas City, July 2 | 10:20 A. M. |
| Leave Kansas City, July 2 | 10:50 A. M. |
| Arrive at Flagstaff, July 4 | 9:30 A. M. |
| Visits to Cliff Dwellings on the 4th. | |
| Leave Flagstaff, July 5, for Grand Canyon | 7 A. M. |
| Arrive " July 7 | 7 P. M. |
| Leave " July 8 | 9:30 A. M. |
| Arrive at Los Angeles, July 9 | 8:30 A. M. |

In time for sessions of National Council of Education and before crowds arrive, thus affording members of the party a splendid opportunity for sight seeing in and around Los Angeles, and comfortable location and better attention of members of the local committee and many other advantages that accrue to those who arrive before the convention.



3. No stop for five hours.

The return trip can be made by any route desired. Those who remain with the party will go by the Shasta and Northern Pacific. They will stop at San Francisco, with side trips for those who desire them to the wonderful Yosemite valley and Yellowstone park. More detailed information can be obtained by writing to Ossian H. Lang, 61 East 9th St., New York city.

Itinerary of Party II.

| | |
|---|-------------|
| Leave New York in Pullman Sleeping Cars, Saturday, July 1: | |
| West 23d Street Station, - - - - - | 1.50 p. m. |
| Desbrosses and Cortlandt Streets, - - - - - | 2.00 p. m. |
| Brooklyn Annex, - - - - - | 1.35 p. m. |
| Jersey City, - - - - - | 2.12 p. m. |
| Philadelphia, - - - - - | 4.30 p. m. |
| Harrisburg, - - - - - | 7.15 p. m. |
| Passing over the famous Horse Shoe Curve, the Alleghany mountains, and offering the opportunity of seeing the furnace fires of the iron foundries of Pennsylvania at night. | |
| Arrive Chicago, Sunday, July 2, - - - - - | 5.00 p. m. |
| Leave Chicago, - - - - - | 6.30 p. m. |
| Arrive Omaha, Monday, July 3, - - - - - | 7.55 a. m. |
| Leave Omaha, " - - - - - | 4.35 p. m. |
| Arrive Denver, Tuesday, July 4, - - - - - | 7.35 a. m. |
| Leave Denver, " - - - - - | 7.30 p. m. |
| Arrive Colorado Springs, " - - - - - | 9.52 p. m. |
| Wednesday, July 5, Visit to the "Garden of the Gods," Manitou and Pike's Peak. | |
| Leave Colorado Springs, Thursday, July 6, - - - - - | 10.50 a. m. |
| Passing thru the Royal Gorge and Grand Canyon of the Arkansas in daytime. | |
| Arrive Glenwood Springs, - - - - - | 8.55 p. m. |
| Leave Glenwood Springs, Friday, July 7, - - - - - | 9.01 a. m. |
| Arrive Grand Junction, " - - - - - | 11.34 a. m. |
| Arrive Salt Lake City, " - - - - - | 10.40 p. m. |
| Enjoying by daylight all the most noted gorges, chasms, and varied scenery produced by a wild play of nature in the wonderful Rocky mountain country. | |
| Stop at Salt Lake, giving opportunity for visit to Mormon temple, residence of Brigham Young, and Garfield beach, on the shores of the Great Salt Lake. | |
| Leave Salt Lake, Saturday, July 8, - - - - - | 12.30 p. m. |
| Leave Ogden (Pacific time), " - - - - - | 1.10 p. m. |
| Arrive Sacramento, Sunday, July 9, - - - - - | 4.50 p. m. |
| Leave Sacramento, " - - - - - | 5.15 p. m. |
| Arrive Los Angeles, Monday, July 10, - - - - - | 1.20 p. m. |
| Stop over in Los Angeles three days. | |
| Leave Los Angeles, Thursday, July 13, - - - - - | 10.32 p. m. |
| Arrive San Francisco, Friday, July 14, - - - - - | 6.45 p. m. |
| Stop over in San Francisco two days. | |
| Leave San Francisco, Sunday, July 16, - - - - - | 8.00 p. m. |

INKS and ADHESIVES.



1. **HIGGINS' DRAWING INKS**, in Blacks and Colors, are the Standard Liquid Drawing Inks of the World. Three-fourths of the professional draughtsmen of this country use no other Drawing Inks. (Bottles by mail, prepaid, 35 cents each. Mention color.)

2. **HIGGINS' PHOTO MOUNTER**. A beautiful homogeneous adhesive, which will not spill, spatter nor drop off the brush. Pure white and delicately scented, for mounting photographs, prints, textile samples, and for scrap-book, tissue work and general use as a substitute for fluid mucilage. Excellent novel brush with each jar. (3 oz. jar, prepaid, by mail, 30 cents.)

3. **HIGGINS' TAURINE MUCILAGE**. A strong, clear, non-sedimentary Fluid Mucilage of great strength and quick catch. Non-corrosive, and will not become dirty and stained in use. Positively the best fluid mucilage made, being far superior to the ordinary gum Arabic mucilages. (1 oz. bottle, prepaid, by mail, 25 cents.)

4. **HIGGINS' DRAWING-BOARD AND LIBRARY MUCILAGE**. A semi-fluid adhesive of extraordinary strength. For sticking cloth or paper to wood, paper to paper, paper to cloth, or leather to paper or cloth it is unequalled. Hence valuable for repairing and labeling books, mounting paper on the drawing board and many other purposes. (3 oz. jar, prepaid, by mail, 30 cents.)

HIGGINS' ETERNAL WRITING INK. A true carbon ink, black when written, and eternally remains so. Unaffected by age, air, sunshine, chemicals, fire, acids or alkalies. A true *safety* and *permanent* ink for important writings, book-keeping and general use. (3 oz. bottle, prepaid, by mail, 25 cents.)

FOR SALE BY ALL DEALERS.

Color cards showing actual Drawing Inks, also descriptive circulars will be sent postpaid on application.

SPECIAL OFFER.—On receipt of One Dollar we will send a dollar's worth of above goods, EXPRESS PAID, and if they are not satisfactory in every respect we will cheerfully refund.

CHAS. M. HIGGINS & CO.,

Originators and Manufacturers of Inks and Adhesives.
175-176 Eighth St., Brooklyn, N. Y. LONDON: 106 Charing Cross Road.

SLOYD
BENCHES
TOOLS and
SUPPLIES

For High Schools, Academies, and Colleges.

LARSSON
ADJUSTABLE
BENCHES
YOUTH'S
NON-
ADJUSTABLE
BENCHES
CARVER'S
NON-
ADJUSTABLE
BENCHES
CABINET
MAKERS'
BENCHES
CHESTS OF
TOOLS
PORTABLE
CABINETS OF
TOOLS
ADJUSTABLE
WOOD VISES
DRAUGHTING
INSTRUMENTS
ENGLISH
SLOYD KNIVES
AMERICAN
SLOYD KNIVES
ENGLISH CAR-
VING TOOLS
AMERICAN
CARVING
TOOLS.

CHANDLER & BARBER,

17 Eliot Street,

BOSTON, MASS.

Catalogue sent promptly.

Special Discounts to High Schools,
Academies, Classes, and Colleges.

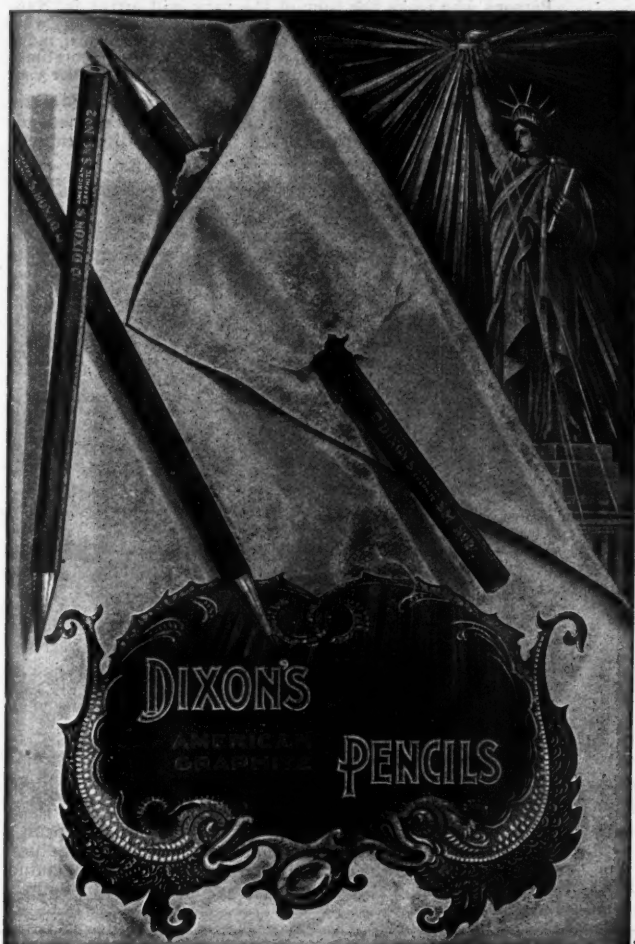
Correspondence solicited.

Estimates furnished.

We first introduced the Sloyd Sys-
tem—and still lead.

TURNING
LATHES
SPECIAL
BENCHES

HAND AND
POWER SAWS
GRIND-
STONES, &c.,



FOR
PENCILS

with *deep-rich-soft-black leads*—
delightful to use and invaluable for
sketching or tireless writing—*use*

DIXON'S

Nos. 341, 400, 300, 301, 302

Teachers not familiar with these pencils will be supplied with samples, if they will please mention "The School Journal" in their application.

"Pencilings" and other Booklets also for the asking.

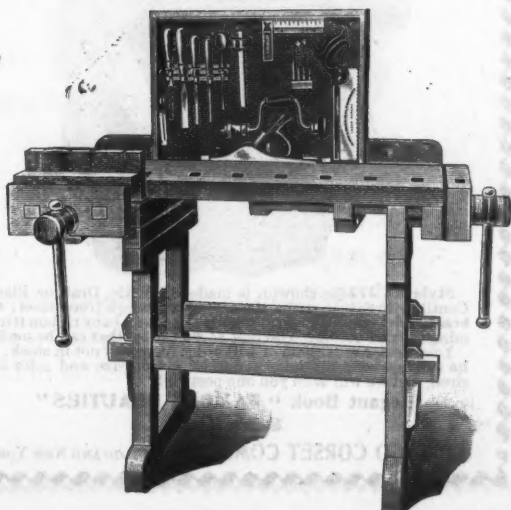
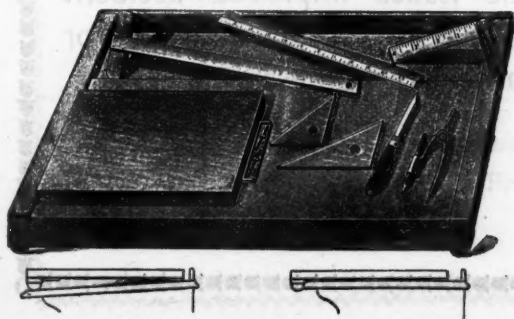
JOSEPH DIXON CRUCIBLE CO.
JERSEY CITY, N. J.



Tools for Schools

Write for our catalogue containing these and many more with full descriptions and price lists.

HAMMACHER, SCHLEMMER & CO.,
209 BOWERY, NEW YORK.



En Route to Portland via Shasta route, Monday, July 17.

| | | |
|------------------------------------|-----------|-------------|
| Arrive Portland, Tuesday, July 18, | - - - - - | 9.30 a. m. |
| Leave Portland, | - - - - - | 11.00 p. m. |
| Arrive Tacoma, Wednesday, July 19, | - - - - - | 6.00 a. m. |
| Arrive Seattle, | - - - - - | 8.00 a. m. |
| Leave Seattle, | - - - - - | 4.30 p. m. |
| Arrive Helena, Thursday, July 20, | - - - - - | 9.50 p. m. |

Persons who make the tour of the park will arrive in New York, Monday, July 31. Arrangements will be made for any who desire to remain a longer time in California, and return independently by any diverse route, to do so within the extreme limit of the tickets, which will be to arrive New York, September 5.

To those wishing to go later than July 1, the parties of Messrs. A. S. Downing and H. T. Dawson are especially recommended. Mr. Downing is the principal of the New York City Training



Mrs. Kraus-Boelte, New York.

President of the Department of Kindergarten Education, N. E. A.

| | | |
|-------------------------------------|-----------|------------|
| Arrive Livingston, Friday, July 21, | - - - - - | 5.00 a. m. |
| Arrive St. Paul, Saturday, July 22, | - - - - - | 2.00 p. m. |

Stop over one day to visit Minneapolis, the Falls of Minnehaha and charming lakes of this vicinity.

| | | |
|---------------------------------------|-----------|------------|
| Leave St. Paul, Sunday, July 23, | - - - - - | 6.30 p. m. |
| Arrive Chicago, Monday, July 24, | - - - - - | 8.00 a. m. |
| Arrive in New York, Tuesday, July 25, | - - - - - | 2.23 p. m. |



Supt. John W. Carr, of Anderson, Ind.

Vice-President of the Department of Elementary Education, N. E. A.

school. He will have a party of about one hundred, going by special train over the same route as that described for Party No. 1, with the exception of a side trip to Colorado Springs, Denver, and the Garden of the Gods. Mr. Dawson, the general agent of the University Publishing Company, will conduct his party via the Lehigh Valley, Grand Trunk, and Southern Pacific railways.

KABO CORSETS, \$1.00

Celebrated for STYLE, FIT, COMFORT.

NO BRASS EYELETS



Style No. 372 (as shown), is made of White, Drab or Black Coutil, with Satenee strips, sizes, 18 to 50; 12-inch front steel; no brass eyelets to soil undergarments. Lace and baby ribbon trimming top and bottom. The best \$1.00 Corset that can be made. Your dealer sells them or will order for you if not in stock; if he will not, send his name and \$1.00, giving size and color desired, and we will send you one postpaid.

Elegant Book "FAMOUS BEAUTIES"

SENT FREE

CHICAGO CORSET COMPANY, CHICAGO AND NEW YORK

Insure Your Health—

A New Idea.

THE PREFERRED ACCIDENT INSURANCE COMPANY of New York issues policies providing \$25.00 per week benefit for disability caused by seventeen acute diseases. Costs \$10.00 per year. Half benefit policy, \$5 per year. The PREFERRED also issues improved accident policies at very low rates. For particulars, address

G. H. BANTA,

General Agent,

P. O. Box, 681, NEW YORK.

A
SAFE
INVESTMENT
FOR YOU.

DID YOU EVER TRY TO
INVEST MONEY
SAFELY?

Experienced Financiers find this Diff-
ficult: How Much More so an
Inexperienced Person.

... THE ...
Twenty Payment
Life Policy

(With its combined insurance and endowment features.)

-ISSUED BY-

THE MASSACHUSETTS
MUTUAL LIFE INSURANCE COMPANY,
OF SPRINGFIELD, MASS.,

is recommended to you as an investment, safe and pro-
fitable. The Policy is plain and simple, and the privileges
and values are stated in plain figures that anyone can read.
It is a sure and systematic way of saving money for your
own use or support in later years. Saving is largely a
matter of habit. And the semi-compulsory feature cul-
tivates that saving habit.

Under the contracts issued by the Massachusetts
Mutual Life Insurance Company the protection afforded
is unsurpassed.

FOR FURTHER INFORMATION, ADDRESS

THE HOME OFFICE, SPRINGFIELD, MASS.,
or any of the company's agencies.

THE LARGEST INSURANCE COMPANY IN THE WORLD.

The MUTUAL

Life · Insurance · Company · of · New · York.

RICHARD A. McCURDY, President.

CONDENSED STATEMENT FOR 1898

| | |
|---|-----------------|
| Income..... | \$55,006,629 43 |
| Disbursements..... | 35,245,038 88 |
| Assets, Dec. 31, 1898..... | 277,517,325 36 |
| Reserve Liabilities..... | 233,058,640 68 |
| Contingent Guarantee Fund..... | 42,238,684 68 |
| Dividends Apportioned for the Year..... | 2,220,000 00 |
| Insurance and Annuities in Force..... | 971,711,997 79 |

Notes of New Books.

The Life and Remains of the Rev. R. H. Quick is a monument to one of the best loved and most devoted champions in England of the new education. The task of sorting and selecting from a great mass of literary materials has been undertaken with good success by F. Storr. The result is a book which gives an insight into the life and thought of a very interesting man. Mr. Quick was a gentleman, in the English sense of the word; the son of a man of means and possessed of refined, elegant tastes. He wrote, as might be expected, with great charm of manner, and there is no doubt that he could, had he wished, have won literary distinction in general rather than in special directions. His letters are delightful reading, full of good ideas and little surprises of expression. They effectually dispose of the notion that the pedagogical person must be dry and tame. What strikes one most forcibly in reading these memoirs is the catholicity of the man. This will serve to illustrate his breadth:

"The more one goes on in life, the more one is struck by the boundless ignorance of educated people. There we were—Lord Lytton in the chair, Sir J. K. S., Percival, Abbott, Brereton, Tufnell, and myself. We had met to consider a scheme for a training college for secondary masters. In the middle of the discussion Tufnell said casually, 'By the way, what have they of this sort in France?' Sir J. K. S. didn't know, but thought it didn't matter; 'French education was in ruins, anyhow.' I muttered: 'Ecole Normale Supérieure,' but not very loud. Like most Englishmen speaking a foreign language, I avoid false pronunciation by not speaking my words loud enough for any one to understand them. Nobody else volunteered information or seemed to think the matter of any importance. To such men France was apparently synonymous with 'the continent,' and nobody said that there was another nation whose educational system was supposed *not* to be in ruins." (The Macmillan Company, \$1.50.)

In the Novello music course appears a *Primer* by Francis E. Howard. The first exercises are easy, and those following are so closely graded that sight singing, day by day, is possible. The poems and hymns have been chosen with great care. They cover a wide range of subjects and are of real literary worth.

Many are of a devotional character; others are light and sprightly. It is the aim of the book to meet the demand for good musical matter united with good literature. A number of patriotic songs are given at the end of the book. (Novello, Ewer & Company, London and New York.)

Latin Prose Writing by Maurice W. Mather and Arthur S. Wheeler is a fresh contribution to the number of excellent textbooks dealing with Latin composition. The authors' aim was to furnish a book suited to the needs of pupils who have already learned to write simple Latin sentences. The exercises are based upon selections from Caesar, Nepos, and Cicero, the Latin text being printed for reasons of convenience in the back of the book. An excellent feature is the inclusion of the requisite body of syntax, succinctly stated. In this way the authors dispense with the usual system of reference to three or four Latin grammars. (Harper & Brothers, New York.)

Wentworth's *Plane Geometry* appears in a new and revised edition. There is no need to comment upon its excellence. In perfection of arrangement, clearness of statement, excellence of typography, it has always been a leader. In the present edition one of the valuable features is the discussion at the end of Book I. of methods of proving theorems. (Ginn & Company, Boston and New York.)

We need books like *Practical Agriculture* by Charles C. James. In a dignified, serious way the author treats farming as a science. He does not so much tell what to do as why things are. He handles concisely and clearly such subjects as the relation of the plant to the soil, the rotation of crops, the insects of the orchard, the care of cattle, birds, bees, and forests. He has produced a book which can be read with profit by everybody; which ought to be read by every student of natural science, every possessor of a garden, and every person who regards farming as a low, menial occupation. The illustrations are well drawn and praiseworthy. (D. Appleton & Company, New York. 80 cents.)

The Standard Intermediate School Dictionary of the English Language is designed to give the orthography, pronunciation, meaning and etymology of about 38,000 words. It contains some 800 pictorial illustrations. The work of abridgment has been done by James C. Fernald. The spelling and pronunciation are those of the Standard. The book is well printed and ele-

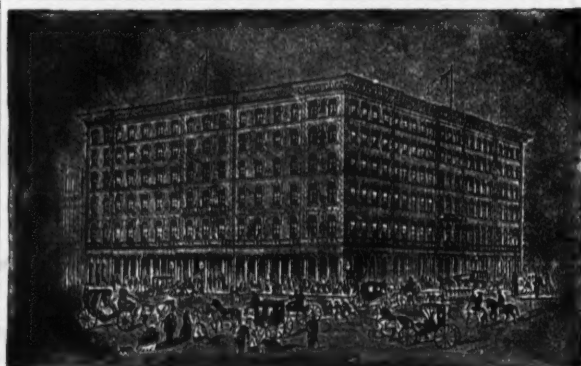
AWKWARD QUESTIONS



No one likes to ask questions. Our pamphlet, "How to Know New York," answers all awkward questions about Greater New York. Free to any address on receipt of 3c. postage.

GRAND UNION HOTEL, FORD & SHAW, Props.

The Grand Union, directly opposite the Grand Central Station, is a high-class, comfortable, home-like hotel, with moderate rates—\$2 a day and upward. European plan. We attend to your baggage free of cost.



THE FAMOUS CONTINENTAL HOTEL, PHILADELPHIA.

BY RECENT CHANGES every room is equipped with Steam Heat, Hot and Cold Running Water, and lighted by Electricity.

RATES REDUCED.

AMERICAN PLAN.

| | |
|-----------------------------------|----------------------------|
| 100 rooms, \$2.50 per day. | 125 rooms, \$3.00 per day. |
| 125 rooms, \$3.50 per day. | 125 rooms, \$4.00 per day. |
| 100 with bath, \$3.00 and upward. | |

EUROPEAN PLAN.

| | |
|-----------------------------------|----------------------------|
| 100 rooms, \$1.00 per day. | 125 rooms, \$1.25 per day. |
| 125 rooms, \$1.50 per day. | 125 rooms, \$2.00 per day. |
| 100 with bath, \$2.00 and upward. | |

Steam Heat Included.

L. U. MALTBY, Prop.



REAL COMFORT

IN traveling on the Lake Shore and Michigan Southern Railway's great through trains, you do not have to dig very deep into the imaginative part of your nature to convince yourself that you are doing the journey in comfort.

Now this is due not only to the fact that your surroundings are made cheerful and pleasant by means of latest improved conveniences and considerate attention from polite employes, but the roadbed and tracks are maintained in a perfect condition. The train is at a perfect balance ; it rides true and easily.

Experienced travelers use the Lake Shore for travel between Chicago, Toledo, Cleveland, Buffalo, New York and Boston.

When you buy your ticket over this line, your investment covers the best in travel that can be bought.

Following books sent free to any address : " Book of Trains," " Justifying its Excellence," " Two Privileges Summer Travel " " Lake Chautauqua."

A. J. SMITH,

General Passenger and Ticket Agent, Cleveland, O.

THE "FOUR-TRACK SERIES."

The New York Central's books of travel. These small books are filled with information regarding the resorts of America, best routes, time required for journey and cost thereof.

Our Illustrated Catalogue, a booklet of 32 pages, 4x8, gives synopsis of contents of each of twenty-five books ; this Catalogue sent free to any address, on receipt of a postage stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

DON'T

go to Europe until you have made a trip on the New York Central's "Empire State Express" and seen Niagara Falls. Both can be accomplished in a day, and at the lowest regular rate charged on any railroad in the world,

2 CENTS PER MILE.

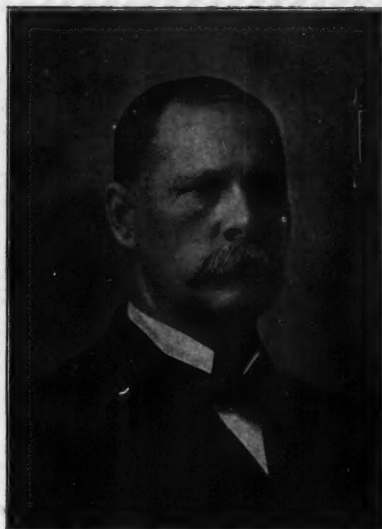
For a copy of the "Luxury of Modern Railway Travel" send one 2-cent stamp to George H. Daniels, General Passenger Agent, Grand Central Station, New York.

gantly bound, and has the admirable quality of opening flat and staying open at any point desired. The publication of such a book for school use marks a distinct advance in linguistic study and training for our common schools. (Funk & Wagnalls Company.)

A series of *Twentieth Century Text-Books* covering the entire field of secondary instruction in every department of study will soon be announced by D. Appleton & Company. The series will comprise about one hundred volumes. The authors and editors are skilled investigators in their respective fields of study, and no pains have been spared to make the books thoroly practical while meeting all modern requirements. One volume has already been received, Loughlin's *United States History*. It is written in a delightful style and by its aid there is no reason why high school study of American history should not be made most profitable and interesting.

With the close of the first volume of *The Perry Magazine* comes the announcement that it will henceforth be published monthly during the school year, instead of bi-monthly as heretofore. Its success has been remarkable and is an indication of the important part pictures will play in the school work of the future. The policy of the magazine will remain unchanged. Suggestions for the observance of holidays and the birthdays of famous men will be an attractive feature. The use of pictures in the Sunday school will be carefully presented. Many of the great pictures of the world will be described in such a fashion that their merits may be better understood. The work of the women's club in its relation to the culture of the community will be one subject treated. In general *The Perry Magazine* promises to be one of the most helpful of the art periodicals.

The Children's Song Serial, for kindergarten, school, and home, is issued Sept. 1, Nov. 15, Feb. 1, and April 15. It is edited by Gertrude A. Walker and Elizabeth L. Walker. This publication was undertaken with the hope that four issues during each school year may be gladly received by teachers, pupils, and others. A high standard of excellence has been adopted, and the co-operation of well known authors and composers has been secured. The April 15 number contains the following songs: "April," by Bessie Blair Smith; "Awake," by Lucina Jewell; "Dandelion," by O. B. Brown; "An Oriole's Nest," by Frances C. Robinson, and "Tot," by Bessie Blair Smith. (Oliver Ditson Company, Boston.)



Pres. E. F. Bradt, of the Ishpeming, Mich., Board of Education.
Pres. of the Department of School Administration, N. E. A.

There is an irresistible charm about everything pertaining to the time and place that called forth the genius of Shakespeare. We know very little about the facts of Shakespeare's life, and, as is usual in such cases, the story tellers have invested his career and the lives of those connected with him in romance and fable. A study of life in the great poet's time is contained in the operetta for colleges and schools, *In Shakespeare's Days*, for which the libretto was contributed by M. C. Gillington and the music by E. Ouseby Gilbert. Altho the great dramatist does not appear as a character in this play some of those closely connected with him (as Anne Hathaway) do, and the work is bright and fresh and contains the proper poetic and dramatic elements. The music also is of an attractive character, the numerous solos, duets, trios, choruses, etc., furnishing plenty of scope for the exercise of the best voices. (J. Curwen & Sons, Ltd., London. Price, two shillings.)



A PATIENT'S STRENGTH.

MEDICINE DOES NOT ALWAYS SUSTAIN IT.

Food, Food, Food, is What is Required But in Concentrated Form!

Brains! was the reply a prominent painter once made when asked with what he mixed his colors.

Brains! would be the reply of any modern physician if asked what he gave to effect his marvelous cures. There would be as much truth as terseness in the answer.

The same remedy is not always given for the same disease, in these times. Circumstances, the age of the patient, and surrounding conditions generally, are considered.

The first thing our advanced doctor attends to is the strength of the patient. That must be maintained at all hazards. Medicine can no more be carried to a diseased part, when the blood hardly circulates on account of weakness, than a boat can be sailed on a river whose channel has run dry.

New Blood Must Be Made!

New flesh tissue must be built. New strength must be found; and all this with the least exertion on the part of the patient.

In such emergencies, beef tea, beef extracts, jellies, and other so-called invalid foods have been given, but they were not satisfactory. Too much of the life-sustaining qualities had passed off in the cooking.

Such facts as these led to the discovery of Bovinine—the greatest and most concentrated Beef Juice ever produced. It is used and commended by physicians the world over. In thousands of cases has it fanned the smouldering embers of life again into a blaze, and arrested the progress of some wasting disease.

For infants, the aged, convalescents, the overworked, or sick, it is a boon beyond price. No family can afford to omit Bovinine from their medicine chest. Though it is not a medicine, it is a preventive of those ills for which medicine is given.

THE BOVININE COMPANY,

London, Paris, Christiania.

75 West Houston Street, NEW YORK.

Roudebush : Series

WRITING BOOKS

Adopted by Three States. 650,000 sold First Year.
"Rapid Vertical Style." Most economical.

WRITING SPELLERS

"Rapid Vertical Style." Conforming with Writing Books
No. 1, Double Ruled; No. 2, Single Ruled. 1440 Words
and 180 Corrected Words.

VERTICAL PENS

Our Roudebush Vertical Pens are especially satisfactory
for Rapid Vertical Writing. No. 1, Medium; No. 2,
Medium Fine; No. 3, Very Fine. Quality guaranteed.
Very smooth and durable.

ATLAS SCHOOL PENS

40 cents per gross.

ATLAS SCIENCE TABLETS

For Laboratory Notes and Drawings in Physiography,
Biology, Physics, and Chemistry.

ATLAS SCIENCE

NOTE BOOK AND SCRATCH TABLET

Send for Samples and Prices.

CENTRAL SCHOOL SUPPLY HOUSE

Wabash Avenue and Randolph Street, Chicago.

KELLOGG'S TEACHERS' BUREAU

Established
in
1889

has supplied hundreds of teachers with
good positions in thirty-one different
states at salaries from Four Thousand
Dollars down.

Teachers Wanted Now for September Positions.

Manual and form giving full informa-
tion concerning methods of this admirable
teachers' aid, mailed on request. If you
desire a better position or know where a
teacher is wanted, write fully at once.
Every letter is confidential.

H. S. KELLOGG, Manager,

61 East 9th St., New York.

THE "FIDELITY" INSTANTANEOUSLY ADJUSTABLE SCHOOL DESK AND SEAT



Manufactured by.....THE J. M. SAUDER CO., 1215 Filbert Street, Philadelphia, Pa.

THE FIDELITY School Desk is made in three separate and distinct sizes, so as to fully meet all the varied requirements in all the different grades of schools. The above illustration shows the same size desk adjusted in three different positions: *highest, lowest, and intermediate* points, yet maintaining, as you will note, the same beautiful and symmetrical appearance at any point of adjustment, which can be said of no other adjustable desk in the market.

In the construction of the "FIDELITY" the objectionable features in all other adjustable school desks have been eliminated; all the advantages have been embodied in the most simple, yet effective, mechanical and practical manner.

It is an admitted fact, even by our competitors, that we have the simplest and easiest method of adjustment, that we have the most comfortable and most rigid desk in the market, but, they will tell you "it costs too much; theirs will answer your purpose and that it will cost you less money." WE SAY, before you purchase EXAMINE our furniture, compare it with any or all manufactured, investigate our claims, and, if opportunity is afforded us, we will demonstrate to your entire satisfaction that we can adjust the FIDELITY desk and seat from either side, with the pupil in position, to a more perfect degree of comfort, in much less time and with far greater ease (and without the aid of any complicated measuring devices), and have the desk and seat remain firmer and more rigid for a greater length of time than any adjustable desk in the world. Further, that it will be as rigid and durable and will answer the same purpose more satisfactorily than any stationary desk ever offered.

That for the high and uniform grade and quality of work we furnish, we cannot do it for as little money as the cheap grades of work on the market, but there is no manufacturer can offer you furniture at prices sufficiently lower that the difference will justify your acceptance, if comfort and health to pupil, ease of adjustment, mechanical ingenuity, and simplicity are taken into consideration.

Write us fully, stating your requirements and we will do all we can to please you. While our prices may not be the lowest they are consistent with the quality of goods we produce, and are regulated by cost of material and labor, and will be the same to every purchaser, if by mail or otherwise. All our transactions are free and independent from any trust or combination of manufacturers, and we assure to our customers fair, prompt, and honorable treatment at all times.

Among the Publishers.

For high class literature at a low price and in convenient shape, the Riverside Literature Series is unsurpassed. The one hundred and fifty little books in this series of Houghton, Mifflin & Company have had an incalculable influence in turning the youth from sensational to pure and good literature. We have only space to mention such standard books as Rolfe's Students' Series, the Modern Classics (thirty-four volumes), and Classic Translations (the Iliad, Odyssey, Æneid, and other works in English). The Cambridge Edition of Great Poets has been received with marked favor by the most competent judges.

One of the great needs is the development of a taste for good literature in the children, so that the vast quantity of trash that is sent forth will have no attractions for them. This is a work that is done in a very effective way by Cyr's Readers, issued by Ginn & Company. These books furnish the choicest and purest literature for children, arranged in a judicious manner to meet the gradual unfolding of the mind. It is preëminently a literary series. The Fifth Reader has been prepared on the same lines as the Third and Fourth Readers.

Patriotic Americans watched with gratification the development of national sentiment until the war with Spain brought a grand wave of enthusiasm that united the North and South in a common cause. The publishers have not been slow to realize the situation. The Werner School Book Company has been foremost in this movement. The books of the Four Great Americans Series, edited by Dr. James Baldwin, have found their way into schools of every state. One book gives biographies of Four Great Americans—Washington, Franklin, Webster, and Lincoln; another Four American Patriots—Henry, Hamilton, Jackson, and Grant; a third Four American Poets—Bryant, Longfellow, Whittier, and Holmes; a fourth Four American Naval Heroes—Jones, Perry, Farragut, and Dewey. Other volumes in press treat of pioneers, explorers, and writers, and still there are more to come.

There is a world of truth in Carlyle's remark that "the true university in these days is a collection of books," especially such standard books as are issued by the J. B. Lippincott Company. We need mention only a few of these as Morris' Historical Tales, including America, England, France, Germany, Russia, Spain, Greece, Rome, Japan, and China; Lamb's and Morris' Tales from Shakespeare; King Arthur and his Knights of the Round Table; Bible Stories, etc. The value of such reference books as Chambers' New Encyclopedia, Lippincott's Gazetteer of the World, Lippincott's Biographical Dictionary, and other books is everywhere recognized.

The attention of our readers is called to the advertisement of the educational books of the Pean Publishing Company Philadelphia, which appears on another page. This company makes a specialty of the publication of books designed to meet the wants of all grades of public and private school teachers. Most of their strictly text-books are on the subject of elocution, but they have a number of books on other subjects that are eminently adapted for textbook use, and for supplementary reading. Among these are, Practical Elocution, by J. W. Shoemaker, A. M.; Advanced Elocution, by Mrs. J. W. Shoemaker; Handbook of Pronunciation, by John H. Bechtel; Slips of Speech, by John H. Bechtel; Astronomy: The Sun and His Family, and Botany: The Story of Plant Life, by Mrs. Julia MacNair Wright; The Story of the Iliad, and The Story of the Odyssey, by Dr. Edward Brooks, A. M.

Are you looking for books for a library

for home or school? If so do not neglect to get a catalog of Appleton's Home Reading Books, edited by Dr. William T. Harris. Their purpose is to provide wholesome, instructive, and entertaining reading for young people during the early educative period, and more especially thru such means to bring the home and school into closer relations and more thoro coöperation. The plan of these books covers the entire field of school study, and supplements every grade of class-room work.

Do you wish to know of the achievements of the great educators of other times? Such knowledge will be a great incentive to high endeavor and may be obtained thru that excellent collection of volumes known as The Great Educators Series. The value of this series may be judged by the fact that they are edited by Prof. Nicholas Murray Butler, that the authors are some of the best known educators of present day, and that the subjects are such representative educators as Horace Mann, Thomas and Matthew Arnold, Aristotle, Alcuin, Abelard, Loyola, Froebel, Herbart, and Rousseau. The publishers of this series are Charles Scribner's Sons, of New York.

The teacher needs to be a wide-awake person if he expects to attain the highest success in his profession. He should know of such high class text-books as those sent out by Butler, Sheldon & Company. The Progressive Course in Reading is one that has been evolved from a long and wide experience and the publishers are confident that it meets the requirements of the schools. The call for books giving an account of the causes and results of the war with Spain has been answered by a revision of their books to meet the demand, both as regards maps and texts. These books, Butler's Geographies, Warren's Geographies, and Scudder's Histories—give information about our new possessions—in Hawaiian islands, Cuba, Porto Rico, the Philippines, Guam, and Wake island.

It is not very long since the first numbers of the Standard Literary Series of the University Publishing Company appeared, yet the series has obtained a remarkable hold on the public. This is because they have recognized merit; we cannot have too much of this low-priced, high-class literature. Have you seen the Golden Rod Books—those beautiful reading books for children? The Clarendon Dictionary is just the thing for the school, the home or the desk of the business man. It has been noted that, however fast geographical changes are made, Maury's Geographies keep up with them.

In such great demand is Mr. Kipling's newest book, From Sea to Sea, that it is already in its thirtieth thousand. It is an authorized edition of the collected letters of travel which Mr. Kipling has written during the last ten years, and has just been revised and edited. The Days' Work, a unique volume, that none but Kipling could have produced, is in its one hundred and second thousand. A revised edition has been brought out of Departmental Ditties and Ballads and Barrack-Room Ballads. The fortunate publishers of Kipling's works—the Doubleday & McClure Company—will send out many more thousand copies of his books during the next few months. Their books on birds and butterflies, with photographic reproductions in color, arouse enthusiasm wherever they are seen.

Many lines of school work are covered by the text-books of Silver, Burdett & Company. In history, literature, mathematics, science, music, etc., they have books that have found favor because of substantial merit. We will call attention specially to the First Steps in the History of Our Country, and A History of the United States for Schools, by W. A. Mowry and A. M. Mowry; Stepping Stones to Literature, by Sarah Louise Arnold; The World and Its People, a series of eight geographical readers, edited by Larkin Dunton.

The first volume of the American Citizen Series, announced some time ago by Longmans, Green & Company, has just been published under the title of Outline of Practical Sociology; with Special Reference to American Conditions, by Dr. Carroll D. Wright, United States commissioner of labor. This book (as are all the volumes of the American Citizen Series) is intended to serve as a handbook on the subject of which it treats. Each volume of this series will contain from 300 to 350 pages, and will be provided with an index for teachers and students, lists of reference books, classified work, bibliographies, maps and charts, and index. In this series, instead of treating the history of the United States consecutively, several phases of the political, economic, and social life of the nation will be taken separately. The series is under the general editorship of Dr. Albert Bushnell Hart, of Harvard university.

If there is one thing that pupils should acquire in school it is the ability to compute rapidly and accurately. Wilbur F. Nichols, of Holyoke, Mass., has deeply studied the needs of pupils and has produced Graded Lessons in Arithmetic, which are issued by Thompson, Brown & Company. The lessons are unique in plan and methods, and develop facility in computation as well as thought power. Gifford's Elementary Lessons in Physics is an excellent text-book, requiring for the experiments described, simple, inexpensive, and easily procured or constructed apparatus.

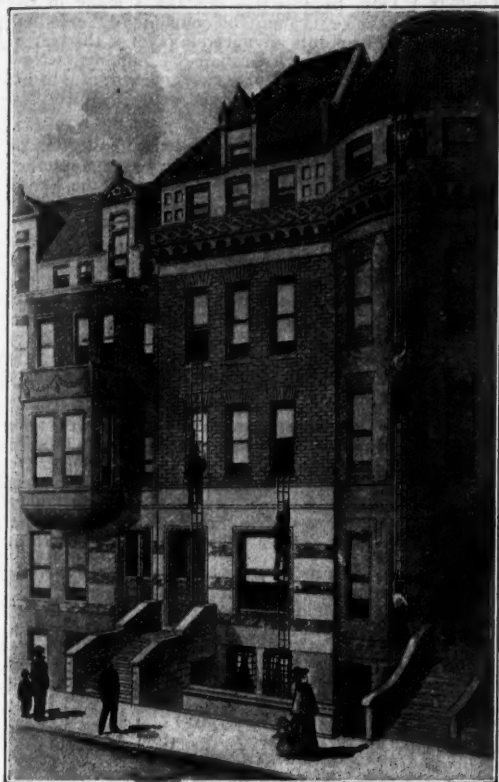
Attractiveness as regards typography and illustration combined with high pedagogical merit are prominent features in the books of the Morse Company, New York. Attention is called to the New Century Readers, which are carefully graded and have a vocabulary specially chosen: Around the world, that takes the pupil among strange and interesting peoples; their excellent historical series for school; their excellent books in physiology, mathematics, literature, etc., for which most liberal terms are offered to schools.

The oldest publishing house in America, that of Christopher Sower Company, Philadelphia, is active and as open to the admission of new ideas as any in the land. They have in press the Standard Readers, which embody and develop the methods in teaching reading of Dr. M. G. Brumbaugh, of the University of Pennsylvania. The Standard Vertical Writing is a new, simple, beautiful, practical, and teachable system.

A high standard of excellence has been attained in the Lights to Literature Readers of Rand, McNally & Company. These are superbly bound and illustrated; they are unique in plan and full of interest to children. The Rand McNally geographies are for all grades, and are revised annually to keep pace with the progress of geographical science.

A book to be used as a supplementary reader should give information in such a pleasing style that it will attract the pupil. This is the aim in the books of the Century Company, which have certainly met with striking success. The Century Book for Young Americans tells how the government of the United States is administered, the Century Book of Famous Americans describes trips to historic homes, the Century Book of the American Revolution tells the story of that war. We cannot enumerate all the books that will fascinate young readers, but must not forget to mention Kipling's Jungle Book.

It is easy to explain why Merrill's Vertical Penmanship has obtained such a hold in the schools. It is because it is easy to teach, and easy to learn, is simple and graceful. Superintendents, principals, and teachers praise it. Everybody is acquainted with Reed and Kellogg's Lan-



Fire Need Have No Terrors

Parents need have no more anxiety for the safety of their children, if School Houses and Municipal Buildings are equipped with the **Harris System Fire Escapes, Automatic Fire Alarms, and Fire Extinguishers.**

HARRIS PORTABLE FIRE ESCAPES

"Built
to
Save."

The only practicable, simple, indestructible, and reliable Fire Escape yet devised. Constructed of three hard drawn flexible steel cables, with strong steel rungs. (Combined tensile strength of the three cables, 2390 lbs.)

Can't Burn and Will Not Break. Never Out of Order—Instantly Available. A Child May Adjust and Use It.

When not in use it is closely wound upon reel and enclosed in ornamental, oxidized case securely fastened under the window sill. For buildings in course of construction it is "Built in" underneath window sill, ordinary finish and architectural appearance of panel or woodwork. You "**PUSH THE BUTTON**" and get a Fire Escape. In case of fire the reel is thrown out of the window and unrolls automatically, becoming a ladder, and furnishing a safe means of reaching the ground. If flames are breaking out of the lower window it may be drawn to one side and permit a safe landings.

HARRIS SYSTEM AUTOMATIC-MECHANICAL FIRE ESCAPES

"Built in" or attached under the cornice of school-houses or public buildings. Operates automatically. No electricity. No intricate mechanism to get out of order. Excessive heat releases the Escape, opens the case and sends down the ladder, ringing an alarm as it descends. Especially adapted for protecting the lives of inmates of schools and public building.

The most modern invention. Constructed of extra heavy wire cables. (Combined strength of the three cables, 4251 lbs.) Is being specified by the foremost Architects and Builders throughout the country. Receiving the highest endorsements from School Boards and City Officials.

HARRIS AUTOMATIC FIRE ALARMS

Give instant notice. They are infallible; never sleep and, at the critical moment, won't allow anyone to sleep. The most thorough inspection invited.

FIRE EXTINGUISHERS

That extinguish. Parts will not corrode. No rubber to rot. No deterioration of chemicals, etc., as found in other systems. No danger of explosion; so constructed that gas is generated **only when required**. A new and modern invention. Best on the market. The acme of simplicity. A child can use it.

AUTOMATIC FIRE ALARMS to announce the presence of fire. **FIRE EXTINGUISHERS** to put out flames, and **FIRE ESCAPES** as an avenue of egress for occupants from a burning building; supplying an ingress for firemen with a line of hose.



Correspondence solicited. Write for descriptive circulars. Call at our Demonstration Rooms and be convinced.

HARRIS SAFETY COMPANY, Mfrs.,

St. James Bldg., Broadway and 26th Street, NEW YORK.

Telephone: 1788-18th.

New York Life Bldg., CHICAGO, ILL.

Telephone: 1989-Cent.

INTELLIGENT ACTIVE MEN WANTED IN EVERY COMMUNITY TO ACT AS SOLE AGENTS WITH EXCLUSIVE TERRITORY. LIBERAL INDUCEMENTS OFFERED.

guage Series. More than 65,000 copies have lately been sent for introduction to the St. Louis schools. Maynard, Merrill & Company, New York.

The text-books on bookkeeping of Williams & Rogers, of Rochester, N. Y., and Chicago, have features with which every teacher of the subject should be acquainted. The following is a partial list of their books: The Practice System of Business Training, First Lessons in Bookkeeping, New Introductory Bookkeeping, New Complete Bookkeeping, and Office Routine and Bookkeeping.

Some entirely new features are contained in the Ideal Series of Vertical Copy Books, by the H. P. Smith Publishing Company; these are the correlation of nature study along the lines of leaves, flowers and insects, in the primary course, and the language feature in the grammar course. The system consists of the following juvenile course, two numbers; short course, four numbers; grammar course, four numbers; business forms, one number.

Teachers are becoming more and more convinced that the old method of teaching composition and rhetoric does not make good writers. The educational maxim "We learn to do by doing," applies to this as to other subjects. For this reason Profs. Herrick and Damon, in their Composition and Rhetoric for Schools, have provided a course for constructive work in which the critical side of teaching is subordinate to the constructive stimulative side and by which the pupil is encouraged to write freely and to form habits of thought and invention. Scott, Foresman & Company, Chicago.

This summer, when the calls of school or business are less urgent, take a little time to look over catalogs and see what books are best for school or home library, and while in this pleasant occupation do not

fail to examine the catalog of Thomas Y. Crowell & Company, New York and Boston. You will find in it descriptions of Crowell's Poets in the several editions; Crowell's Handy Volume Classics, comprising some of the best works of the greatest authors.

It would be easy to fill a volume with good words spoken about Webster's Dictionary by noted scholars and educators. President Eliot, of Harvard university says: "The International is a wonderfully compact storehouse of accurate information." "It is thoroly reliable, full of just the information one wishes to secure," says President Harper, of Chicago university.

The three dictionaries of the Funk & Wagnall's Company meet the requirements of home, school, office. The Standard and Intermediate School Dictionary, abridged from the larger dictionary, contains the orthography, pronunciation, meaning, and etymology of about 30,000 words and phrases in the speech and literature of English-speaking peoples. The Students' Standard Dictionary contains 60,000 words and many valuable features. The large Standard Dictionary, for thoroughness, completeness, accuracy, typography, style, and illustration meets the desires of the exacting scholar and critic.

A noted professor recommends what he calls the laboratory method of studying literature—that is, taking up great poems and prose works and studying them carefully and critically. He calls attention to the suitability of Cassell's National Library for this purpose. Each of these volumes contains about two hundred pages of clear, readable print, on good paper. Cassell & Company, Limited, New York, solicit correspondence in regard to these, their dictionaries, and other books.

Some things should be considered before deciding upon a system of shorthand writ-

ing, because if a mistake is made in the choice it cannot be conveniently remedied. The points advanced in favor of the system of Andrew J. Graham & Company, of New York, are that it is easy to learn; it is brief; it is legible; many succeed with it who fail with other systems.

Students of languages and collectors of reference libraries will find a large number of useful works of reference in the list of Laird & Lee, Chicago. The large number who have lately taken up the study of Spanish will find a useful volume in the Salva-Webster Spanish-English and English-Spanish languages. Other books are the Modern Webster Pronouncing and Defining Dictionary, the Grimm-Webster German-English and English-German Dictionary, and an English-French and French-English Dictionary, besides the Lee Pocket Encyclopedia Britannica and other works.

Would you have children know of "the days of old when knights were bold"? Then give them books to read such as are found in the Classical Series of Thomas Nelson & Sons, New York. Among these are Shakespeare Stories Simply Told, and Stories of the Days of King Arthur.

The inductive plan is followed in the new geography prepared by J. C. Fernald and published by Potter and Putnam Company, New York. In all matters of fact this is thoroly up-to-date, and in addition has the necessary qualities of conciseness, simplicity of expression and logical arrangement.

It is as impossible to read all the works of history in existence as it is to read all the books in any other branch of literature; the right plan is to read the best. This can be obtained thru the great work entitled History for Ready Reference, by J. N. Larned, ex-president of the American Library Association. The work represents thirty years of painstaking, laborious

Telephones



THE most perfect School Apparatus ever offered in the Telephone Line.

Systems adapted to every possible requirement. No large school can afford to be without this means of communication between Departments.

Send for Catalogue and Further Information.

COUCH & SEELEY CO.,

TELEPHONE MANUFACTURERS,

212 Summer St., Boston, Mass.

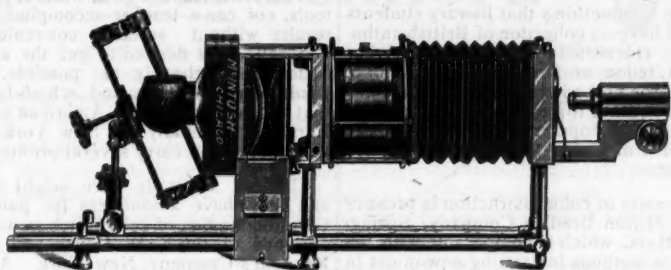
U-NEED-A SILICATE BOOK SLATE

CHILDREN are delighted with our Silicate Book Slates, because they are light, have a fine, smooth, beautiful surface, erased without moisture, bound in fine black cloth, and make no noise in the school-room. Our light gray Silicate BLACKBOARD recently placed on the market surpasses anything yet produced, the strain on the eyes is greatly reduced, school-rooms are made lighter, chalk marks are more legible, etc. Send for our illustrated catalogue on our Silicate Blackboard Cloth. REVOLVING AND WALL BLACKBOARDS, ROLL BLACKBOARDS, LIGHT GRAY DIAMOND, and our BLACK DIAMOND SLATING, etc. Beware of imitations under our trade marks. For sale by all the leading jobbing houses in every city in the United States.

N. Y. SILICATE BOOK SLATE CO.,

Corner Vesey and Church Streets, New York.

OUR COLLEGE BENCH LANTERN



It is adapted to the use of Alum Cell, Microscope Attachment, Prism and the various accessories for the best physical demonstration.

Our New Heliopicon is also adapted to all the above attachments. Both can be used with any desired luminant.

They are furnished at a very low price and are highly recommended by the leading educators. Write for our "Special" Circular.

MCINTOSH OPTICAL COMPANY, 35 & 37 Randolph St., CHICAGO, ILL., U. S. A.

LAKE SIDE SERIES.

LESSONS IN LITERATURE

Cloth, gilt stamp, 38 illustrations, 412 pages, price, \$1.02.

SHEPHERD'S VERTICAL SPELLING BLANKS. 36 pp. Single or double ruling, per doz., 48 cts.

CARLYLE'S ESSAY ON BURNS

Enamelled covers, 104 pp., price, 15 cts. Illustrated. Containing also "Burns as a Man of Letters," from Carlyle's "Heroes and Hero Worship."

SELECTIONS FROM BURNS'S POEMS AND SONNETS. In two parts, enamelled covers, 100 pages, price, 15 cents. Illustrated.

The two volumes bound in one stiff covers, price, 25 cents.

SELECTIONS FROM PLATO

The Phaedo; The Apology of Socrates. Illustrated. Boards, 12mo, 154 pages, price, 25 cents.

SELECTIONS FROM WASHINGTON, LINCOLN, AND BRYANT By H. T. Nightingale. Enamelled covers, 64 pages price, 15 cts. Illustrated.

SELECTIONS FROM BROWNING.

Enamelled covers, 96 pp., price, 15c. Illustrated.

SELECTIONS FROM ESSAYS BY LORD BACON. Enamelled covers, 80 pages, price, 15 cents. Illustrated. Containing fifteen essays.

***THE PRINCESS.** By Alfred Tennyson. Enamelled covers, 90 pp., price, 1 c. Illustrated.

***THE ANCIENT MARINER.** By Coleridge. With portrait and introduction, and 27 illustrations descriptive of the text. Enamelled covers, price, 15 cents.

***THE VISION OF SIR LAUNFAL.** In one volume, Enamelled covers, price 15 cents.

***BURKE'S SPEECH ON CONCILIATION.** Enamelled covers, with notes and introduction by G. B. Alton, price, 15 cents.

*Any of the above volumes also furnished in boards at 20 cents each.

Copies of any of above sent *postpaid* on receipt of price.

AINSWORTH & COMPANY, 112 WABASH AVE., CHICAGO.

GYMNASTIC APPARATUS
THE LARGEST LINE ON EARTH
LOCKERS AND BOWLING ALLEYS
Narragansett Machine Co.
GYMNASTIC OUTFITTERS. Providence, R.I.
Send for Catalogue

Not in the TRUST.



HANEY School Furniture Company,

Grand Rapids, Mich.

AGENTS WANTED.

ST. DENIS HOTEL

Broadway & Eleventh St., New York.

(Opposite Grace Church.)

Conducted on European Plan at Moderate Rates.

Centrally Located and most convenient to Amusement and Business Districts.

Of easy access from Depots and Ferries by Broadway Cars direct, or by transfer.

WM. TAYLOR & SON, - - Proprietors.

JUST ISSUED.

THE STUDENTS' STANDARD DICTIONARY.

An abridgment of the Funk & Wagnall's Standard Dictionary. Large 8vo, 923 pages, cloth sides, leather back. Price, net, \$2.50

The most important of all recent reference publications. It exactly meets the frequently expressed wish for an **up-to-date, full-of-matter, moderate-priced Standard Dictionary.** It gives the Orthography, Pronunciation, Meaning, and Etymology of over 60,000 Words and Phrases, with Synonyms and Antonyms, an Appendix of Proper Names, Foreign Phrases, Faulty Diction, Disputed Pronunciations, Abbreviations, etc., etc., and 1,225 Pictorial Illustrations.

FOR PROSPECTUS AND TERMS ADDRESS

THE BAKER & TAYLOR CO., 5 and 7 East 16th Street, New York.

NEW PUBLICATIONS.

SCHOOL LIBRARY ENCYCLOPEDIA (in four volumes.)

HILL'S PRACTICAL ENCYCLOPEDIA (in four volumes.)

STRIKER PRIMARY READING CHART.

SPEER'S PRIMARY NUMBER CHART.

Agents wanted. Correspondence Solicited.

BELLOWS BROTHERS, - - 378 WABASH AVENUE, CHICAGO, ILL.

Summer of 1899. **Chicago Normal Summer School** Normal Park, Chicago.

Under the Auspices of CHICAGO BOARD OF EDUCATION.

THREE WEEKS Beginning Monday, July 3, and closing Friday, July 21. **OPEN TO ALL**

Faculty including some of the ablest normal school talent outside of Chicago, and the well known Heads of Departments in the Chicago Normal School.

TWELVE DEPARTMENTS. DAILY PRACTICE SCHOOL. Write for circular, addressing E. BENJAMIN ANDREWS, Superintendent Chicago Public Schools.



This entire building, and two annexes, are devoted exclusively to the work of the

NEW ENGLAND CONSERVATORY OF MUSIC.

Accessible to musical events of every nature. The best masters in music, elocution and languages that money can command. *George W. Chadwick, Musical Director.* Prospectus free. **FRANK W. HALE, General Manager, Boston, Mass.**

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

thought and research. The compiler has given system to the great body of history; he gives history in the words of the great historians. Full information may be obtained from the C. A. Nichols Company, Springfield, Mass.

After all the talk about teaching patriotism, there is really no more effectual way to arouse the sentiment than by song. Oliver Ditson Company have therefore done a service to the nation by publishing a volume of Patriotic Songs. The selections are all patriotic, and in this respect the book is unique.

The business man naturally insists that the youth who comes to him for a position shall be well drilled in spelling, letter-writing, arithmetic, bookkeeping, and other practical subjects. If he is fitting for an amanuensis he needs to be proficient in shorthand, typewriting, and language. Excellent books on all these subjects are issued by the Practical Text-Book Company, of Cleveland.

Emilie Poulsson is one of the foremost writers of books for the kindergarten published by the Lothrop Publishing Company, of Boston. They are founded on a wide experience and an intimate knowledge of the child. There is also a large demand for Elbridge S. Brooks' "True Story" books for supplementary reading.

When a teacher of a special subject produces a text-book, a book that answers the needs of the school-room may be looked for. The Novello Music Course Primer, by Francis E. Howard, supervisor of Music in the Bridgeport (Conn.) schools is such a book. It contains 351 melodic exercises and 102 songs, graded. Teachers should not fail to examine this book and also the Knickerbocker Series of School Songs issued by Novello, Ewer & Company, New York.

The J. C. Witter Company, of New York, are a new firm of art publishers, manufacturers, and importers of prints and photographs of great paintings, architecture, and sculpture, casts of ancient medieval, and modern sculpture, art books, artistic pottery, and drawing supplies. Their beautiful illustrated catalog of one hundred pages is invaluable for reference.

Altho English has lately been making great strides, French is still the language of polite society in Continental Europe. Indeed with an ability to speak English and French, one is equipped linguistically for travel in any part of the world. If you want to perfect yourself in French the

books of William R. Jenkins, 851 Sixth Avenue, New York, will furnish every facility.

Here is something that literary students should have—a collection of British anthologies. It is edited by Prof. Edward Arber F. S. A. fellow of King's college, London. This is the first adequate attempt that has ever been made toward a historical national anthology at popular prices. Send to the Oxford University Press for descriptive circular.

A system of color instruction is presented by Milton Bradley Company, Springfield, Mass., which is comparable with the advance methods in drawing now in use in American schools. When the large part color plays in life and industry is appreciated it will be seen how important it is that the subject should be well taught. We will mention two of this firm's books for the kindergarten—a new book, by Emilie Poulsson, on Kindergarten Principles in the Child's Home Life, and Half a Hundred Stories for Little People, by nearly half a hundred writers.

Have you seen those standard text-books, Brown's Series of Grammars? If not you ought to send to William Wood & Company, New York, for a description. They have features that will probably just suit your class.

Some excellent books in higher mathematics, mechanics, etc., are issued by D. Van Nostrand Company, New York. Among these are Elements of the Differential and Integral Calculus, A Practical Course in Mechanical Drawing, Applied Mechanics, etc. Their stock of scientific books of all publishers is the largest in the country.

No instrument is more valuable in school drawing than a good compass; its uses are various. Scrantom, Wetmore & Company, of Rochester, N. Y., have one that is admirably suited to pupils' work. It is made of specially tempered steel, nickel plated, and highly polished. The clasp fits around the pencil with a spiral hold so that a slight turn will advance or withdraw the point. The same firm supplies some excellent books for supplementary work, as Townsend's Series of Examples and Problems.

Visitors to New York who step off the train at the Grand Central station will find a good hotel, the Grand Union, directly opposite, at Fourth avenue and Forty-first and Forty-second streets. Lines of street cars run from here to all the amusement and shopping districts. Rooms are one dollar a day and upwards.

School Supply News.

A carpenter cannot work without proper tools, nor can a teacher accomplish good results without suitable conveniences. Naturally it is desired to get the school material as cheaply as possible. We would remind teachers and school boards that goods bought of the American School Furniture Company of New York and Chicago, do not carry several profits.

Children naturally love bright colors and hence have a fondness for painting. Give them a box of colors such as may be obtained of the F. W. Devoe and C. T. Raynold's Company, New York. A general line of artists' materials—tube colors, prepared canvas—as well as mathematical instruments, drawing papers, modeling tools and clay can be furnished by this firm.

From some points of view the stereopticon furnishes the most important means of imparting instruction; it never fails to arouse enthusiasm and it may be adapted to a large variety of subjects. There is therefore a great demand for apparatus of this kind which has been fully met by the McIntosh Heliopticon, of the McIntosh Optical Company, 35 Randolph street Chicago.

New York, Philadelphia and other cities use the Gem Spelling Blank of Peckham, Little & Company (N. Y.) and have found it a very desirable addition to the list of supplies. It is made in four styles: No. 1, slant script headings (double ruled); No. 2, slant script headings (single ruled); No. 3, vertical script heading (double ruled); No. 4, vertical script headings (single ruled).

Manual training seems to have become a permanent feature in the schools, and it has created a demand for proper tools to carry on the work. The demand, as in other cases, has brought the supply. Hammacher, Schlemmer & Company, New York, have studied the needs of the schools for some years and have a great variety of tools for manual training classes.

There are maps that have streams and other physical features on them that you do not find when you look for them; they are not accurate. Now accuracy is the thing most needed in a map and it is the quality most noticeable in the maps of W. & A. K. Johnston, the official engravers of the Royal Geographical Society. Write to J. M. Olcott, New York.

Only by going thru a manufactory of

Eagle Vertical Pens for Vertical Writing

Are the most popular and give the best of satisfaction, and are used more extensively than any other Vertical Pen on the Market.

FOR FIRM OR UNSHADED WRITING:—No. 1, Medium Point; No. 2, Medium Fine Point; No. 4, Extra Fine Point.

FOR FLEXIBLE WRITING:—No. 5, Medium Fine Point; No. 6, Extra Fine Point.

FOR SEMI-FLEXIBLE WRITING:—No. 7, Fine Point; No. 8, Extra Fine Point.

FOR SHADING OR GENERAL WRITING:—Nos. 170 and 570 for Primary Grades and the Nos. 120, 400, 410, 460 470, 480 for advanced or higher grades.

We also manufacture over 1,000 styles of Pencils, Colored Pencils, Penholders, Rubber Erasers. Before placing orders send for samples and prices; you will find it greatly to your advantage.

EAGLE PENCIL CO.,

NEW YORK.

Real Comfort.



In traveling on the Lake Shore & Michigan Southern Railway's great through trains, you do not have to dig very deep into the imaginative part of your nature to convince yourself that you are doing the journey in comfort.

Now this is due not only to the fact that your surroundings are made cheerful and pleasant by means of latest improved conveniences and considerate attention from polite employes, but the roadbed and tracks are maintained in a perfect condition. The train is at a perfect balance; it rides true and easily.

Experienced travelers use the Lake Shore for travel between Cleveland, Toledo, Chicago, Buffalo, New York and Boston.

When you buy your ticket over this line your investment covers the best in travel that can be bought.

A. J. SMITH, G. P. & T. A. Cleveland, O.

INCORPORATED 1851.

THE MASSACHUSETTS MUTUAL LIFE INSURANCE CO.

SPRINGFIELD, MASS.

JOHN A. HALL, President.

HENRY S. LEE, Vice-President.

HENRY M. PHILLIPS, Secretary

TEN YEARS' PROGRESS.

| | 1888 | 1898 | Gains | PERCENTAGE OF GAINS. |
|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------|
| Premium Income..... | \$1,667,548.71 | \$4,101,925.85 | \$2,434,382.14 | 145.99 |
| Income from Interest and Rents.. | 468,806.35 | 942,648.40 | 473,842.05 | 101.51 |
| TOTAL..... | \$2,136,355.06 | \$5,044,574.25 | \$2,918,219.19 | 136.75 |
| ASSETS..... | \$9,565,522.05 | \$22,035,448.27 | \$12,469,926.22 | 130.33 |
| AMOUNT INSURED..... | \$49,480,584.00 | \$115,678,488.00 | \$66,197,904.00 | 133.79 |
| SURPLUS..... | \$755,527.61 | \$1,959,503.16 | \$1,203,975.55 | 159.86 |

Since its organization The Massachusetts Mutual Life Insurance Company has paid to its policy-holders: IN DEATH CLAIMS, \$17,337,733.70 ENDOWMENTS MATURED, \$2,956,593.00 DIVIDENDS, \$8,259,757.85

Assets, Dec. 31, 1898, \$22,035,448.27 Liabilities, \$20,075,945.11 Surplus, \$1,959,503.16

JOSEPH GILLOTT'S STEEL PENS

THE STANDARD PENS OF THE WORLD

FOR SCHOOL WORK OF ALL SORTS:

604 E. F., 404, 303, 601 E. F., 351, and 1047 (MULTISCRIP).
FOR THE MODERN VERTICAL WRITING:

1045 (VERTICULAR), 1046 (VERTIGRAPH) and 1047 (MULTISCRIP).
Also the latest numbers—1065, 1066, 1067.

MOST DURABLE. MOST ECONOMIC.

Accelerated progress is a saving of time; Gillott's Pens pay for themselves by the time they save.

JOSEPH GILLOTT & SONS,

91 JOHN STREET, NEW YORK.

MARTHAS VINEYARD SUMMER INSTITUTE, COTTAGE CITY, MASS.

OUT IN THE ATLANTIC OCEAN.

Delightful Sea Bathing,

Ten Degrees Cooler

Concrete Roads for Bicycling.

than on the Mainland.

BEGINS

JULY 11, 1899

SCHOOL OF METHODS, 3 Weeks. 20 Instructors.

SCHOOL OF MUSIC, 3 Weeks. SCHOOL OF ORATORY, 4 Weeks.

20 ACADEMIC DEPARTMENTS, 4 and 5 weeks. 25 Instructors.

Send for 64-page Circular, giving full information in regard to the outlines of work in all departments, advantages offered, railroad reductions, tuition, club and combination rates, board, etc.

WILLIAM A. MOWRY, PRESIDENT, HYDE PARK, MASS.

A very respectable number of teachers of American and British Literature are familiar already with Painter's books. That is good, but we shall not feel that our full duty has been performed until we shall have afforded every teacher in the United States an opportunity to become acquainted with them. If you are interested in the teaching of American and British Literature, and know Painter's books only through hearsay,—write us a line and get full information direct.

SIBLEY & DUCKER,

110 Boylston Street, Boston.

378 Wabash Avenue, Chicago.



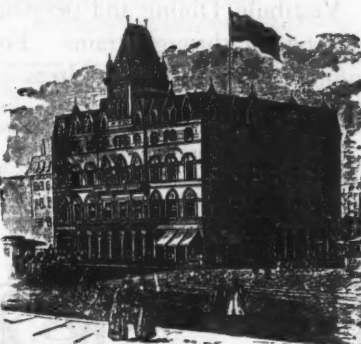
"Papa says I can be his private secretary now"

The **Smith Premier Typewriter**

is so easily learned and does such clean, perfect work.

The **Smith Premier Typewriter Co.**
SYRACUSE, N. Y. U.S.A.

SEND FOR ANY CATALOGUE.



EMERSON COLLEGE OF ORATORY

Boston, Mass.

Largest in the world. Chas. Wesley Emerson, Pres.
Send for circular.

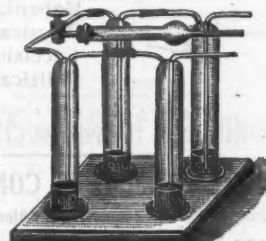
BULLOCK & CRENSHAW

528 Arch Street, Philadelphia.

CHEMICAL APPARATUS AND CHEMICALS

Sole Agents for Dreverhoff's Saxon Filter Papers.

Complete Laboratory Outfits.



Full Catalogues furnished on receipt of 10 cents

ANDREWS
SCHOOL FURNISHING
65 5th Ave. N.Y. CO.

TAKE THE BIG FOUR ROUTE

TO
INDIANAPOLIS

and attend the

Epworth League Convention,

July 20th-23rd.

Only one fare for round trip

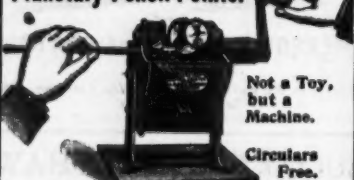
Vestibule Dining and sleeping cars on all through trains For information call on or address

C. S. BLACKMAN, G. E. P. A., Big Four Route,
210 Ellicott Square, Buffalo, N. Y.,

or

W. J. LYNCH, G. P. & T. A., Big Four Route,
W. P. DEPPE, A. G. P. A., Big Four Route,
Cincinnati, O.

Planetary Pencil Pointer



Needed in every Home and School.

Never breaks the point. Preserves the softest lead. Saves its cost in the saving of lead. Cleanly, convenient, useful.

Made only by A. B. DICK COMPANY,
152-154 Lake St., Chicago. 47 Nassau St., New York.

Wall Maps



Habench-Sydow
Physical, •
Excelsior Series, •
Political Maps. •

Send for Catalogue of Geographical Appliances.

J. L. HAMMETT COMPANY,

(The School Supply House)

352 Washington St., Boston.
70 FIFTH AVE., NEW YORK.

The fact that the PUBLIC SCHOOLS of Chicago have ordered

6,000 GALLONS OF
OLCOTT'S BEST SCHOOL INK

is a sufficient guarantee as to its quality. Send 5c. to cover postage, and we will send you a free sample.

J. M. OLCOTT & CO.,

New York, Manufacturers of Chicago,
70 Fifth Ave. School Supplies. 41 Wabash Ave.

chemical and physical apparatus, like that of Bausch & Lomb, at Rochester, N. Y., can one realize the wonderful variety of these appliances and their extreme delicacy. They make more than fifty styles of microscopes adapted for all uses, and sell them at remarkably low prices. As to quality and finish these instruments have been everywhere admired. Do you want to arrange your herbarium in nice shape? They can furnish the supplies. Do you want to fit up a chemical laboratory? They can supply every article.

The Perry Pictures have received unstinted praise from all quarters and no wonder, judging from the specimen shown on another page. The *Outlook* says: "It is a missionary work to bring the knowledge of the Perry pictures to schools, city as well as country, and to mothers who wish their children to grow up knowing and loving the best things in art." The subjects number twelve hundred, giving plenty of room for choice. If you mention this paper and send two 2-cent stamps the publishers will mail these four pictures: The Horse Fair; Baby Stuart; Grand Canal, and Rialto, Venice; Whittier. For a limited time the publishers offer 100 Perry pictures and *The Perry Magazine* for one year for \$1.40.

For some years the Prang Educational Company have made a specialty of material for school-room decoration. They have a great variety of pictures reproduced by their process, all of which are fully described in their catalog. Would you like to have a picture of the Parthenon in color? They have just issued a beautiful reproduction of the eastern pediment of that famous structure, made from the famous Chipiez model in the Metropolitan Museum of Art, New York.

If there is anything that the good teacher believes in now it is that the school should be made beautiful, both inside and out. Just now we will not speak of exterior decoration, but of interior. For this no better advice can be found than that contained in the Complete School-Room Decoration Catalog, of the Helman-Taylor Art Company, of New York. This was prepared by Prof. Walter S. Goodenough, director of drawing in Brooklyn public schools, after more than two years' research among all the great photographic reproductions of the world, and has prefatory remarks of contributions from all the leading educators of the country.

Careful attention has been given to school decoration by the Berlin Photographic Company, of New York, ever since the beginning of the now rapidly spreading movement. From the vast number of reproductions of a generally conceded superior quality, they have selected 125 subjects which experience has proved to be especially suitable for the different grades, a list of which will be mailed to those who enclose five cents in stamps and mention this paper. Special discounts will be allowed to schools on orders of a sufficient amount.

The diplomas of C. L. Ricketts, of Chicago, took the highest award at the world's

An Institution for all who wish to study languages to teach them.

THE NEW YORK TRAINING SCHOOL

..... FOR

MODERN LANGUAGE TEACHERS.

German, French: Language, Grammar, Literature, Phonetics, Methods of Teaching.

"A NEW MODERN LANGUAGE SERIES." (6 Vols. New.)

"First Lessons in German." "First Lessons in French." "Aus Deutschen Meisterwerken." "Grammaire Française." "Jung Stilling." "Cinq Histoires" (published by Henry Holt & Co., New York), will be used as text-books. Course begins October 2.

27 EAST 44TH STREET, NEW YORK.

Ziegler Apparatus Co.,

A. A. ZIEGLER, Treas. and Gen. Mgr.

Manufacturers of the ZACCO Enclosed Arc Lamp.

ESTABLISHED 1879

Manufacturers, Dealers, and Importers of
Physical, Chemical, and Electrical Apparatus

R. 30-37. 230 Devonshire St., Boston, Mass.

SOLICIT Schools and Colleges for their wants for the coming season. It will be to their advantage to do so, as the apparatus will be all carefully selected and inspected by Mr. Ziegler himself personally before shipping. His experience in this line for the last 20 years will be surely a benefit to the fraternity, as a great many know of him as an expert in the manufacture of modern apparatus for the practical demonstration of physics, electricity, and chemistry, and also as founder of the Ziegler Electric Co. Correspondence solicited.

A. A. ZIEGLER, Mgr.

When you visit Los Angeles, be sure and buy some of . . .

Bishop's
Crystallized
California
Fruit and
Stuffed
Prunes.

Daintily delicious; typical California products—just a nice little thing to remember the folks with when you return from your trip. On sale in Los Angeles stores.

Bishop and Company,
Los Angeles, Cal.

One-pound box postpaid to any point in America, sixty-six cents.

ELECTRIC
For Operating
Time Dials and
Program Signals
CLOCKS.

Send for prices if interested. State No. of rooms, etc., etc.

BLODGETT CLOCK CO.,
301 Congress Street, Boston.

Are You Satisfied

with your present position?

We want live teachers to introduce our library books and other school appliances.

You can earn one hundred dollars a month with us.

Franklin Publishing Co.,
61 East 9th St., New York.

TEACHERS' AGENCIES.

FREE!

SENT FREE. Description of places now on our books. All direct calls from Schools and Colleges for teachers. We have been asked to recommend over 300 teachers at salaries from \$50 per month to \$2,800 a year.

State your qualifications fully to save time. Address

TEACHERS' CO-OPERATIVE ASSOCIATION, 129 The Auditorium, Chicago.

FREE!

AMERICAN AND FOREIGN

TEACHERS' AGENCY.

Introduces to Colleges, Schools, and Families, Superior Professors, Principals, Assistants, Tutors, and Governesses, for every Department of Instruction; Recommends Good Schools to Parents. Call on or address

Mrs. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency,

25 UNION SQUARE, NEW YORK.

THE FISK TEACHERS' AGENCIES

SEND TO ANY OF THESE ADDRESSES FOR AGENCY MANUAL FREE.

4 Ashburton Pl. Boston, Mass. 978 Wabash Ave., Chicago, Ill. 154 Fifth Ave., New York City, N. Y.
25 King St., West, Toronto, Can. 730 Cooper Bldg., Denver, Col. 480 Garrott Bldg., San Francisco, Cal.
1506 Pa. Ave., Washington, D. C. 414 Century Bldg., Minneapolis. 525 Stimson Bldg., Los Angeles, Cal.

EASTERN TEACHERS' AGENCY

E. F. FOSTER, Manager.

50 Bromfield Street, Boston.

Telephone, Boston 775-2.

THE PRATT TEACHERS' AGENCY

70 Fifth Ave., New York.

WILLIAM O. PRATT, Manager.

ALBANY TEACHERS' AGENCY.

HARLAN P. FRENCH, Manager.

24 State Street, Albany, N. Y.

IF YOU

seek a position or a change at an increased salary, we offer you the services of the oldest agency west of the Hudson. We are now making selections of first-class teachers—college and normal graduates, for positions ranging from \$400 to \$3,500 Manual Free.

PENNSYLVANIA EDUCATIONAL BUREAU (7) Allentown, Pa.

KINDERGARTEN and SCHOOL SUPPLIES.

J. W. SCHERMERHORN & CO.,

3 East 14th Street,
New York.

SEND FOR CATALOGUE.

E. FABER.

NEW YORK.

CHICAGO.

LEAD PENCILS,

PEN-HOLDERS,

Rubber Erasers, Rulers, etc., etc.

Manufactured Specially for Schools.

Ontario Medical College For Women

TORONTO, CANADA.

—FOR CALENDAR, APPLY TO THE REGISTRAR.—

TRANSLATIONS

INTERLINEAR.

HAMILTON, LOCKE and CLARK'S

Good type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Slides—Price Reduced to \$1.50, postpaid. Send for sample pages.

Catalogue Free—
Send for one.

LITERAL.

THE BEST TRANSLATIONS

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.

David McKay, Publisher, 1022 Market St., Philadelphia.

TEACHERS' AGENCY

OF RELIABLE

American and Foreign Teachers, Professors, and Musicians, of both sexes, for Universities, Colleges, Schools, Families, and Churches. Conscientious advice to parents regarding schools and instructors. Send for Bulletin. Selling and renting of school property. Established 1880. E. MIRIAM COYBIE, 150 Fifth Ave., cor. 10th St., N. Y. City.

FOR TEACHERS AND SCHOOLS address E.

W. FICKETT, 36 Bromfield Street, Boston,

Managers of Teachers' Co-operative Association of New England. Over 3,100 positions filled.

Send for Manual.

WANTED to correspond with TEACHERS and EMPLOYERS. Have filled vacancies in 19 States. Operate in every State.

ROBERTSON'S TEACHERS' AGENCY,

Memphis, Tenn.

SCHERMERHORN'S TEACHERS' AGENCY.

Established 1885.

OLDEST AND BEST KNOWN IN U. S.

3 East 14th Street, NEW YORK.

TEACHERS WANTED. More Vacancies than Teachers. Teachers' Agencies of America, Wash., D. C.

TEACHERS! We assist teachers in securing positions by supplying Colleges, Schools, and Families with Professors, Teachers, and Governesses Free of Charge. **INTERSTATE TEACHERS' AGENCY, 126 Washington St., Chicago.**

Manual Training for Teachers.

Summer Term at the ROCHESTER ATHENÆUM AND MECHANICS' INSTITUTE. Opens Monday, July 10, 1899. Address

MECHANICS' INSTITUTE, 38 S. Washington St., ROCHESTER, N. Y.

COLUMBIA UNIVERSITY.—NEW YORK CITY.

The professional school of Columbia University for the training of general teachers, supervisors, principals, superintendents, and instructors in normal schools and colleges. Open to both sexes. Fellowships and scholarships amounting to \$5,750 annually.

Catalogue sent on application to the Secretary. JAMES E. RUSSELL, Ph. D., Dean.

JUST PUBLISHED

THE PSYCHOLOGY OF REASONING

BY ALFRED BINET.

OPEN COURT PUBLISHING CO.,

294 Dearborn St., Chicago, Ill.

When you are using a pen all day you want the best. This means



ESTERBROOK'S



We have been making pens of all styles and only one quality—the best—for nearly forty years.

ASK YOUR STATIONER FOR THEM.

THE ESTERBROOK STEEL PEN CO., 25 John Street, New York.

Works: Camden, N. J.

"No Eye Like the Master's Eye."

You are master of your health, and if you do not attend to duty, the blame is easily located. If your blood is out of order, Hood's Sarsaparilla will purify it.

It is the specific remedy for troubles of the blood, kidneys, bowels or liver.

Kidneys—"My kidneys troubled me, and on advice took Hood's Sarsaparilla which gave prompt relief, better appetite. My sleep is refreshing. It cured my wife also." MICHAEL BOYLE, 3473 Denny Street, Pittsburg, Pa.

Scrofulous Humor—"I was in terrible condition from the itching and burning of scrofulous humor. Grew worse under treatment of several doctors. Took Hood's Sarsaparilla and Hood's Pills. These cured me thoroughly." J. J. LITTLE, Fulton, N. Y.

Hood's Sarsaparilla
Never Disappoints

Hood's Pills cure liver ills; the non-irritating and only cathartic to take with Hood's Sarsaparilla.

PILES

"I suffered the tortures of the damned with protruding piles brought on by constipation with which I was afflicted for twenty years. I ran across your CASCARETS in the town of Newell, Ia., and never found anything to equal them. To-day I am entirely free from piles and feel like a new man."

C. H. KRITZ, 1411 Jones St., Sioux City, Ia.



Pleasant, Palatable, Potent, Taste Good, No Grog, Never Sickens, Weakens, or Grips. 10c, 50c, \$1.00.

... CURE CONSTIPATION. ...
Selling Remedy Company, Chicago, Montreal, New York, 319

NO-TO-BAC Sold and guaranteed by all druggists to CURE TOBACCO HABIT.

MENNEEN'S BORATED TALCUM

TOILET POWDER

A Positive Relief for Chapped Hands, Chafing, and all affections of the skin. "A little higher in price, perhaps than worthless substitutes, but a reason for it." Delightful after shaving. Sold everywhere, or mailed on receipt of 25c. Get Mennen's (the original). Sample free.

GERHARD MENNEEN CO., Newark, N. J.

Physicians Recommend UNQUALIFIEDLY THE MOUNTAINS

of Sullivan, Ulster, and Delaware Counties, N. Y., on the main line and branches of the New York Ontario and Western Railway, to those residents of Greater New York who are seeking a SUMMER HOME for their families in a region of

Absolute health at moderate cost.

2,000 feet above the sea. Pure Air, Pure Water, Pure Milk. Send 7 cents for postage to the undersigned, or call and get free at offices below, the Superbly Illustrated Book "SUMMER HOMES," of 112 Pages. It gives list of Hotels, Farm and Boarding Houses, with their location, rates, attractions, &c.

IN NEW YORK: 118, 165, 171, 371, 944, 1354 Broadway; 287 4th Av.; 3 Park place, 787 8th av. 345 Columbus av. 158 East 125th st., 275 W. 125th st. Ticket Offices Franklin and West 43d st. Ferries.

IN BROOKLYN: 4 Court st., 380 Fulton st., 96 Broadway, 301 Manhattan av., Eagle Office.

J. C. ANDERSON,

General Passenger Agent, 56 Beaver st., N. Y.

fair of 1893. Their merit has been recognized by hosts of teachers. Artistic, high grade diplomas of approved wording and design are carried in stock, and can be supplied by mail. Many institutions, however, prefer designs peculiarly their own; these are made to order and submitted for approval.

It would be hard to mention anything in the way of chemical and physical apparatus that is not found in the list of Eimer & Amend, New York. All kinds of glass blowing is done on the premises. The Jena normal glass surpasses every glass made yet; every piece is guaranteed. Collections of rocks, minerals, etc., are furnished for schools.

Not a small item in the school supply list is that for inks and adhesives. And it is very essential that they shall be of a high quality. Many schools have found those furnished by Chas. M. Higgins & Company, Brooklyn, N. Y., as good as to be obtained. Color cards showing actual drawing inks, also descriptive circulars, will be sent postpaid on application.

What is Muresco? If you should go into the school buildings of Brooklyn and Chicago and many other places you would see it with delight. It is an improvement on the old-fashioned kalsomine, by which the walls are given a soft color that rests the eyes, charms the artistic sense, and for ns a good background for portraits and pictures. Do not forget Muresco while studying to make the school-room attractive. Send to Benjamin Moore & Company, Chicago and New York, for color card and booklet.

Sweetness and sympathy of tone are the qualities that have made friends for the Estey organs wherever they have been used, and that is all around the globe. Over three hundred thousand of these instruments have been sold. The name of Estey has become a synonym for honest construction and enduring merit. The tone of the Estey blends so beautifully with the human voice that it would be difficult for the child to tell what parts of the music belonged to him and what to the organ. Such an instrument in the school or home is a refining influence and should be possessed by all who can afford it. Send to the Estey Organ Company, Brattleboro, Vt., for descriptive circular.

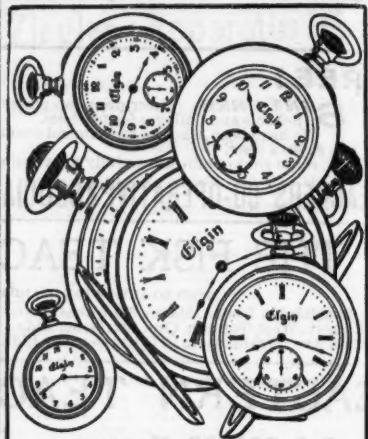
A Cheap Trip to the Pacific Coast.

The National Educational Association meeting at Los Angeles, Cal., is the occasion for the Southern Railway to put on the remarkably cheap rate of One Fare for the Round Trip (plus \$2.00 Association Membership fee). This, in connection with the new palace Tourist Sleeping Cars, operated over the Southern Railway and the Southern Pacific, a double berth in which costs only \$7.00, renders possible the cheapest and most enjoyable trip of the season. A particularly pleasant feature of this trip is that the tickets are good going one way and returning another; i. e., going via, New Orleans and returning through Salt Lake City and Colorado; or by the payment of \$12.50 additional, the trip may be made returning through Portland, Ore.

Stop-over privileges are allowed at El Paso or any point west thereof, on the going trip, and at any point west of Denver and Colorado Springs on the return trip. By this means passengers are afforded the opportunity of seeing the entire Pacific Coast. Side trips are arranged at nominal cost from Los Angeles and San Francisco to all points of interest in California. Further information may be obtained from any agent or representative of the Southern Railway or from A. J. Poston, General Agent, 511 Pennsylvania avenue, Washington D. C.; Alex. S. Thweatt, E. P. A., 271 Broadway, New York.

(Continued on page 820.)

Do not put off the duty that ought to be done to-day. If your blood is out of order take Hood's Sarsaparilla at once.



Elgin Watches

vary in size but not in time telling—accuracy is an attribute of all Elgin Watches—

Full Ruby Jeweled Elgins

can be had of all jewelers—they know their good points in detail—ask them.

An Elgin Watch always has the word "Elgin" engraved on the works—fully guaranteed.

A Skin of Beauty is a Joy Forever.

Dr. T. FELIX GOURAUD'S

Oriental Cream, OR MAGICAL BEAUTIFIER,

Purifies as well as Beautifies the Skin.
No other Cosmetic will do it.

Removes Tan, Pimples, Freckles, Moth-Patches, Rash and skin disease, and every blemish on beauty and defies detection.



Dr. L. A. Sayre said to a lady of the *hau-ton* (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the best harmful of all the skin preparations." One bottle will last six months using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.

FERD T. HOPKINS, Prop'r.,
37 Great Jones Street, New York.

For sale by all Druggists and Fancy Goods Dealers throughout the U.S., Canada and Europe. Also found in N. Y. City at R. H. Macy's, Stern's, Ehrich's, Ridley's, and other Fancy Goods Dealers.

Beware of Base imitations \$1,000 Reward for arrest and proof of any one selling the same

When You Visit California

Be sure and take in Ventura and the old Mission. Only three hours from Los Angeles. Most productive and delightful section in Southern California. Best place to live—best place to invest. Sea breezes and mountain view. Send stamp for booklet that tells all about it. Especially interesting to teachers and others who intend to visit California.

GEO. C. POWER, 152 Main St., Ventura,
Ventura County, California.

FAVORABLY KNOWN SINCE 1826 BELLS
HAVE FURNISHED 25,000 BELLS
CHURCH, SCHOOL & OTHER
G. MENEELY & CO. PUREST BEST
WEST-TROY N.Y. GENUINE
CHIMES, ETC. CATALOGUE & PRICES FREE

FAVORABLY KNOWN SINCE 1826 BELLS
HAVE FURNISHED 25,000 BELLS
CHURCH, SCHOOL & OTHER
G. MENEELY & CO. PUREST BEST
WEST-TROY N.Y. GENUINE
CHIMES, ETC. CATALOGUE & PRICES FREE

Imparts Energy

Horsford's Acid Phosphate

The most agreeable and effective remedy for relieving Languor and Exhaustion, so common in the spring and summer months. Its nutrient and tonic effects give tone and vigor to the entire system.

Taken before retiring it quiets the nerves and induces refreshing sleep.

For Sale by Druggists.

BLUE MOUNTAIN SANITARIUM

on "THE HEIGHTS" at

Delaware Water Gap, Penna.

A Modern Health Resort...

...of Magnificent Location.

Recommended and patronized by this JOURNAL

WM. ERWIN, A.M., M.D.,
Proprietor and Managing Physician.

The Largest Insurance Company in the World.

The MUTUAL LIFE INSURANCE CO. OF NEW YORK.

RICHARD A. McCURDY, - President.

CONDENSED STATEMENT FOR 1898

| | |
|------------------------------------|-----------------|
| Income | \$55,006,629 43 |
| Disbursements | 35,245,038 88 |
| Assets, Dec. 31, 1898 | 277,517,325 36 |
| Reserve Liabilities | 233,058,640 68 |
| Contingent Guarantee Fund | 42,238,684 68 |
| Dividends Apportioned for the Year | 2,220,000 00 |
| Insurance and Annuities in Force | 971,711,997 79 |

At the End of Your Journey you will find it a great convenience to go right over to

The GRAND UNION HOTEL

Fourth Ave., 41st and 42d Sts.
Opposite Grand Central Depot, New York.
Central for shopping and theatres.
Baggage to and from 42d St. Depot free.
Rooms, \$1.00 per day and upwards.

NEW YORK

KINDERGARTEN NORMAL DEPARTMENT ETHICAL CULTURE SCHOOLS.

Re-opens October 2, 1899. Two Years' Kindergarten Course, including Psychology, History of Education, Methods, Literature, Art, Science and Vocal Music. Included opportunity for training primary teachers. Kindergarten preparatory class. For particulars address J. F. REIGART, Superintendent, Miss CAROLINE T. HAVEN, Principal, 109 West 54th St., New York City.

Atkamnia.

The name itself suggests what it is, and what its remedial characteristics are: Anti (*Greek*), opposed to; Kamnos (*Greek*), pain—ergo a remedy to relieve pain and suffering. For headaches of all descriptions; nervous disturbance from excessive brain work by scholars, teachers and professional men; the neuralgias resulting from excesses in eating or drinking; the acute pains suffered by women at time of period; the muscular aching, the general malaise, frontal headaches and sneezing incident to severe colds or grippé; and in fact all conditions in which pain is prominent, antikamnia is now universally prescribed. Antikamnia tablets bearing the monogram *K* are kept by all druggists, two tablets, crushed being the adult dose. A dozen five grain tablets, kept about the house will always be welcomed in time of pain.

Tour to the National Educational Convention, Los Angeles, via Pennsylvania Railroad.

Special Teachers' Personally Conducted Tour, Including Trip Through Yellowstone National Park.

On account of the Meeting of the National Educational Association, the Pennsylvania Railroad Company has arranged for a Teachers' Personally-Conducted Tour to Los Angeles, to leave New York by train of special Pullman Sleeping and Dining Cars at 1.50 P. M. Saturday, July 1, going via Chicago, Omaha, Denver, Colorado Springs, and Salt Lake City, returning via San Francisco, Portland, Seattle, Yellowstone Park, Minneapolis and St. Paul—through the delightfully cool mountain region of Colorado and the Great Northwest. The rate \$216.40 covers transportation, double berth, carriage drives through Garden of the Gods and Yellowstone Park, meals, and other necessary expenses en route.

Persons who desire may accompany the tour on going trip only, returning independently. The rate returning thus, via direct line is \$131.15; returning via Portland and Seattle, \$143.65.

The tour will be personally-conducted throughout, and the service of experienced railroad representatives will insure every attention for the comfort and pleasure of the party.

For detailed itineraries and full information apply to or address Samuel Carpenter, Eastern Passenger Agent, Pennsylvania Railroad, 1196 Broadway, New York.

Life to a Lazy Liver.

Lazy, leaden livers cause nine-tenths of all deaths. Give your liver life with Cascarets Candy Cathartic and save your own life! 10c. 25c. 50c.

During the Teething Period.

MRS. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.



FOR Teachers

and others who wish to prepare for good paying business positions, or to teach Book-keeping, Business Forms, Penmanship, Shorthand, etc. Our Private Lessons by MAIL will qualify you for promotion and better pay. We give just the training needed for Success in Business. Only spare time required. Provides a Summer School at your own HOME, at small expense. The cheapest and best method of study, highly endorsed, students from every state. Established 45 years. Civil Service, English and other courses. Interesting Catalogue free. Trial Lesson 10 cents.

BRYANT & STRATTON'S COLLEGE,
No. 390 College Bldg., Buffalo, N. Y.

EFFORTS

FOR ALL OCCASIONS

Oration, addresses, essays, valedictories, salutations, class poems, ivy poems, class mottoes, after-dinner speeches, flag-days, national holidays, class-day exercises. Models for every possible occasion in high-school and college career; each and every "effort" being what some fellow has "stood on his feet" and actually delivered on a similar occasion.

Price, \$1.50 Postpaid.

Cloth—640 Pages.

HINDS & NOBLE

4-5-6-12-13-14 Cooper Institute, N. Y. City
Schoolbooks of all publishers at one store.

NOVA SCOTIA TOURS

PERSONALLY CONDUCTED

Sixth Season

JULY AND AUGUST

Delightful parties of pleasant people, with whom you will quickly feel the "comradship" of travel. One party will visit the scenes of Longfellow's *Evangeline*, another the beautiful Bras d'Or Lakes and the mines of Cape Breton. Nova Scotia is cool and bracing. The itineraries will be so arranged as to avoid rush and hurry and provide rest for tired brain workers. If you want to go to Nova Scotia this summer write us. Address (with two-cent stamp).

Associate Editor of Education,
50 Bromfield Street. Boston, Mass.

LANGUAGES FRENCH, GERMAN SPANISH ITALIAN

Actually Spoken and Mastered in Ten Weeks without leaving your homes by the Meisterschaft System. 550th Thousand. Pupils taught as if actually in the presence of the teacher. Terms for membership \$5.00 for each Language. All questions answered and all exercises corrected free of charge. Specimen Copies, Part I, 25 cents. Send for Circulars.

THE MEISTERSCHAFT PUBLISHING CO.
No. 196 SUMMER STREET
Boston, Mass.

IN 10 WEEKS.

"He had small skill o' horse flesh who bought a goose to ride on." Don't take ordinary soaps for house-cleaning. THE PROPER THING is SAPOLIO. —Try a cake of it, and be convinced.—

(Continued from page 818.)

The Windsor Hotel fire in New York city showed the great need of some light and serviceable fire escape. The Harris Portable Fire Escape admirably answers the demand. It is constructed of three especially hard drawn steel wire cables, secured to rings of strong steel, the combined tensile strength of the three cables being 2,390 pounds. It is compactly wound upon a reel—winds and unwinds freely; it is enclosed in a handsome oxidized and ornamented metallic case and solidly fastened to the lower inside window casement. When not in actual use it is ornamental; when required for use the portable escape may be thrown out of the window to which it is attached and it will automatically unwind and is then ready for use. The Harris Fire Escape would be very serviceable for school houses. Send to the Harris Safety Company, New York and Chicago, for descriptive circular.

Long experience and extensive facilities for furnishing stationery to schools are what recommend the Acme Stationery & Paper Company of New York to the attention of purchasers of school supplies. They have whatever is needed in school in the way of paper, blank books, etc.

It has been said recently, "No boy is really educated up to the possibilities of his times, unless he can work a typewriter." The business world has found the advantages in the use of this machine and the educational world is learning them. The Remington typewriter is peculiarly fitted for school room use. It will stand the wear and tear of unskilled use in the school; it is most strongly and simply built, and is largely used in the business world.

A good chance for employment during the summer vacation is offered by the Household Novelty Works, of Chicago

A large number of household articles in pure aluminum, Scotch granite, and tinware are manufactured by this firm, and they are so desirable that they sell easily. An agent is desired in every town and city in the United States to sell these household necessities.

There is no doubt the use of the typewriter in school is a great aid in securing correctness in expression. Errors in capitalization, punctuation, and spelling show up prominently in cold type; as many of the pupils will engage in business, it will be an advantage for them to know how to manipulate the machine, aside from the other benefits secured. The New Century gives the learner every principle of proved utility in its best form, so that the use of the machine is almost unconscious after a short time. If interested write for the illustrated pamphlet of the American Writing Machine Company, New York.

Advertisers in this Issue.

Please mention *The School Journal* in writing to advertisers.

| Publishers. | | Dictionaries. | | Hammacher, Schlemmer & Co. | |
|------------------------------|---------|--------------------------------------|---------|--------------------------------|------|
| Ainsworth & Co. | 813 | Funk & Wagnalls | 787 | Typewriters. | |
| American Book Co. | 1-11 | Laird & Lee | 769 | American Writing Machine Co. | 797 |
| Appleton & Co., D. | 705 | Merriam & Co., G. & C. | 703 | Blickensderfer Mfg. Co. | 793 |
| Barnes & Co., A. S. | 702 | Teachers' Agencies. | | Densmore Typewriter Co. | 798 |
| Bradley Co., Milton | 701 | Albany Teachers' Agency | 817 | Smith Premier Typewriter Co. | 815 |
| Baker & Taylor | 813 | Am. & Foreign Teachers' Agency | 817 | Wyckoff, Seamans & Benedict | 766 |
| Butler, Sheldon & Co. | 707 | Brewer, O. | 817 | School Supplies. | |
| Cassell & Co. | 791 | Coyriere, E. M. | 817 | Acme Stat'y & Paper Co. | 794 |
| Crowell & Co., T. Y. | 783 | Eastern Teachers' Agency | 817 | Andrews School Fur. Co. | 815 |
| Century Co. | 770 | Fisk Teachers' Agency | 817 | Bellows Bros. | 813 |
| Doubleday & McClure | 765 | Interstate Teachers' Agency | 817 | Booz, H. N. | 815 |
| Flanagan, A. | 781 | Kellogg's Teachers' Agency | 809 | Central School Supply Co. | 809 |
| Ginn & Co. | 704 | Penn Educational Bureau | 817 | Hammett Co., J. L. | 816 |
| Graham & Co., A. J. | 788 | Pratt Teachers' Agency | 817 | N. Y. Book Slate Co. | 812 |
| Harper & Bros. | 708 | Robertson's Teachers' Agency | 817 | Olcott, J. M. | 793 |
| Houghton, Mifflin & Co. | 767 | Schermerhorn's Teachers' Agency | 817 | Peckham, Little & Co. | 789 |
| Heath & Co., D. C. | 702 | Teachers' Agency of America | 817 | Pianos & Organs. | |
| Hinds & Noble | 819 | Teachers' Cooperative Ass'n of N. E. | 817 | Estey Organ Co. | 777 |
| Jenkins, W. R. | 787 | Bells. | | Paints for Schools. | |
| Lippincott Co., J. B. | 761 | Meneely & Co. | 818 | Devoe & Reynolds Co. | 800 |
| Longmans, Green & Co. | 699 | McShane & Co. | 818 | Pens. | |
| Lothrop Co., D. | 702 | Pictures for Schools. | | Esterbrook Steel Pen Co. | 817 |
| Morse Co., The | 783 | Berlin Photo Co. | 790 | Gillott & Sons, Jos. | 815 |
| Maynard, Merrill & Co. | 701 | Helman-Taylor Art Co. | 775 | Athletic Goods. | |
| Myrick, H. | 819 | Perry Pictures Co. | 773 | Narragansett Machine Co. | 813 |
| Meisterschaft Pub. Co. | 817 | Prang Educational Co. | 698-784 | Spalding & Bros., A. G. | 801 |
| McKay, D. | 701 | Witter Co., J. C. | 785 | Schools. | |
| Nelson & Sons, Thos. | 786 | School Furniture. | | Bryant & Stratton College | 819 |
| Nichols & Co., C. H. | 817 | American School Fur. Co. | 799 | Chicago Normal Summer School | 813 |
| Open Court Pub. Co. | 817 | Haney School Fur. Co. | 813 | Emerson College of Oratory | 815 |
| Oxford University Press | 791 | Sauder, J. M. | 809 | Ethical Culture Schools | 817 |
| Penn Pub. Co. | 771 | Ink and Mucilage. | | Marthas Vineyard Summer School | 815 |
| Prang Educational Co. | 698-784 | Higgins & Co., C. H. | 802 | Mechanics' Institute | 817 |
| Potter & Putnam | 789 | Fire Escapes. | | N. E. Conservatory of Music | 813 |
| Practical Text-Book Co. | 787 | Harris Safety Co. | 811 | Ont. Medical College for Women | 817 |
| Rand, McNally & Co. | 700 | Diplomas. | | School of Pedagogy | 813 |
| Sower Co., C. | 699 | Ricketts, C. L. | 798 | Teachers College | 817 |
| Scribner's Sons, Chas. | 763 | Railroads. | | Pencil Sharpeners. | |
| Silver, Burdett & Co. | 780 | Big Four R. R. | 816 | Dick & Co., A. B. | 816 |
| Scott, Foresman & Co. | 698 | Lake Shore & Mich South. R. R. | 807-815 | Proprietary Articles. | |
| Smith Pub. Co., H. P. | 787 | N. Y. Central & H. R. R. R. | 807 | Beecham's Pills | iv. |
| Scrantom, Wetmore & Co. | 782 | N. Y. Ont. & Western | 818 | Bovine Co. | 808 |
| Sibley & Ducker | 815 | Life Insurance. | | Hood's Sarsaparilla | 818 |
| Thompson, Brown & Co. | 700 | Mass. Mutual Life Insurance Co. | 805-815 | Hopkins, Ferd. | 818 |
| University Pub. Co. | 785 | Mutual Life Insurance Co. | 805-819 | Horsford's Acid Phosphate | 819 |
| Van Nostrand Pub. Co. | 801 | Preferred Accident Insurance Co. | 804 | Meenen's Talcum Powder | 818 |
| Werner School Book Co. | 697 | Charts. | | Pears' Soap | iv. |
| Williams & Rogers | 788 | Tuck, Raphael | 790 | Sterling Remedy Co. | 818 |
| Wood & Co., Wm. | 791 | Apparatus. | | Telephones. | |
| Music Publishers. | | Bausch & Lomb | 779 | Cough & Seeley | 812 |
| Ditson & Co., O. | 789 | Bullock & Crenshaw | 815 | School Clocks. | |
| Novello, Ewer & Co. | 789 | Eimer & Amend | 792 | Blodgett Clock Co. | 816 |
| Pencils. | | McIntosh Optical Co. | 813 | Miscellaneous. | |
| Dixon Crucible Co. | 803 | Ziegler, A. A. | 816 | Bishop & Co. | 816 |
| Eagle Pencil Co. | 814 | Ziegler Elec. Co. | 793 | Chicago Corset Co. | 804 |
| Faber, Eberhard | 817 | Manual Training Supply. | | Household Novelty Co. | 801 |
| Favor, Ruhl & Co. | 800 | Chandler & Barber | 802 | Great American Tea Co. | iii. |
| Hotels. | | | | Moore's Sons, Benj. (Muraso) | 798 |
| Continental Hotel | 806 | | | Powers, G. C. | 818 |
| Grand Union Hotel | 806-819 | | | Sapolio | 719 |
| St. Denis Hotel | 813 | | | | |
| Book Covers. | | | | | |
| Holden Patent Book Cover Co. | 795 | | | | |

Summer Travel Guide.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation in traveling. The NATIONAL EDUCATIONAL ASSOCIATION, which meets this year at Los Angeles, July 11 to 14, will draw together teachers from all parts of the United States. A One Fare Round Trip Rate is made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there. Fuller information concerning delightful vacation outings will be given in future issues of this Special Supplement.

Hints for an Overland Journey.

By JANE A. STEWART, Boston.

American railway travel has made wonderful advances during the past two decades. Naturally that portion which has opened up the great West has not been behind in progress. It is only a dozen years since the first overland train on the Santa Fe in competition with the Southern Pacific entered Los Angeles, giving the city its impulse and amazing growth. To-day the traveler has his choice of a half-dozen trunk lines whose ramifications pierce every nook and cranny of the Great Divide, overcome the mountain heights, and minimize the broad, dusty areas of the Great American Desert.

The first act of preparation for an overland journey consequently, is to select one's line of travel. The choice, of course, depends upon individual taste and preference. Competition, the great equalizer, has made it as desirable from the economic point of view to take a ten days' circuit thru the Northwest or the detour thru the Southwest, as to go directly from Chicago or St. Louis by the shortest and quickest bee line. If it is the initial trip, the tourist will be certain to go or return by the line which carries him thru the glorious scenery of Colorado and gives him a glimpse of the capital of Utah, with its interesting structures. If time is not to be conserved, it is vastly more pleasant to travel to the coast by one route, returning by another. And whichever road one may choose, he is certain to find the discomforts of travel at a minimum.

Modern conveniences are at command on these great competing routes of travel. Because of these provisions for comfort, the weary, overworked teacher in need of a restful outing can make the overland journey not only a source of personal profit and instruction but also of real rest, by proper care and preparation.

The Pullman car of course, ranks first in its appointments,—cars on the Western lines being as finely equipped as any of the East. On account of the difference in expense (about one-third) for sleeping car fare, many travelers, especially when in groups, are taking the tourist cars. Plain woodwork, rattan seats, and the absence of luxury are easily overlooked if one is booked with a congenial, refined company. It is possible to conceive that life in a Pullman under adverse social conditions might become insupportable. One is not insured against ill-breeding and coarseness in public travel.

But, as a rule, it is good society, which one meets when journeying. There is a *camaraderie* among tourists. Many pleasant acquaintances are made during the trans-continental trips which often ripen into friendship and influence after life. The three or four days' journey from Chicago, or St. Louis, or New Orleans, may be dull, monotonous, desolate, or profitable, social and enjoyable, just as the individual chooses to make it. Rare types of character abound, among them the septuagenarian poet, elderly gentlemen, who are frequently affected with idyllic flights during relaxation from business cares, and who are most often found on the soil of inspiring California. To listen to one of these minstrels reciting his productions, and to view the great varied country with its countless, suggestive objects of interest and remain taciturn, obdurate, and indifferent is practically impossible. Enthusiasm is aroused in the coldest individual, and the careworn worker finds weariness and ennui disappearing as by a charm.

There are minor matters which, if carefully planned

and provided beforehand will add much to the convenience and consequently, the enjoyment of the overland journey. A warm wrap which can be folded up and tucked away is a source of infinite comfort. It will make a good head rest, and altho it may not be needed in crossing the plains or the desert, it will serve a useful purpose in the cold air of the high altitudes.

A lunch? By all means. Yes, there are eating stations and dining cars. But west of the Mississippi on at least two of the great lines, the dining car is *non est* and one is wholly dependent on the eating stations which are at somewhat irregular intervals. True, one can get along nicely without a food supply. But to the provident tourist, a properly selected and well packed lunch, in a basket or a series of boxes, is a great desideratum.

Time was when the west bound tourist felt obliged to supply himself with several days' provisions. Besides canned fruit, jellies, boneless chicken, condensed milk, sandwiches etc., he would carry eggs, meat, tea and coffee to cook on the way. That was when the overland journey was a week or ten days in duration, and trains were apt to be behind time. That, too, was before the flood of invention in prepared and pre-digested foods which reduce the discomforts of car-sickness to a minimum. It is because one can carry such valuable condensed foods and because one should not lose the rare opportunity for a thirty-minute outing afforded by the stop for refreshments that the lunch recommends itself for at least two meals of the day. The brisk walk on the platform, the chance to stretch one's limbs, the opportunity, brief but valuable, to get a stationary view of the outdoor world is worth more than a heavy, course meal, such as is served with elegance at the designated stations. Economy is a secondary but not the least of the three strong arguments in favor of the lunch.

In preparing an overland lunch one requires a liberal quantity of wax paper. The cold chicken, cold meat, chipped beef, or other nitrogenous food should be carefully kept in separate wrappings. There may be a bottle of malted milk in powder for drinking, or in tablets; a box of bouillon capsules; a small jar of butter; bread; a tin box of wafers. Salted almonds and olives are acceptable relishes. Grapes, oranges, lemons, apples, any acid fruits, are delicious for summer travel and can be purchased en route. A few acid drops and peppermints will not come amiss. Hot water can generally be procured at stopping-places for small consideration and often gratis. But spirit lamps are still to be seen on the overland trains.

Seidlitz powders, Rochelle salts, or something of that order should not be omitted from the traveling satchel nor aromatic spirits of ammonia.

To make the overland journey the really restful outing that it can be, one must also observe hygienic laws in which previous knowledge of individual peculiarities as to diet, taking cold, etc., will best aid. A single, definite rule as regards diet may be set down, however; let the food be simple, nutritious, and taken at regular intervals. Avoid looking out of car windows too steadily. It is advisable to utilize every stop for a brief promenade if only on the platform beside the car steps, that the train may be boarded without worry or anxiety as to being left.

The social tourist who becomes acquainted and converses freely with desirable fellow-travelers will gain not only much knowledge of the country he traverses but also in that indescribable quality of culture, and polish which travel by attrition with other minds is bound to bring.

National Educational Association

Meets at Los Angeles July 11-14.

(National Council, July 7-11.)

One Fare for the Round Trip.

The following table showing basis for rates as tendered by the terminal lines is taken from the Joint Rate Circular issued April 17, 1899, by The Southern Pacific Company, The Santa Fe Railway System, and The Union Pacific Railway Company:

TO LOS ANGELES AND RETURN.

| FROM | Via direct lines both ways (with privilege of diverse route) | Via El Paso or Deming or Bartow one way and via Shasta Route the other | Via Ogden one way and Shasta Route the other |
|--|--|--|--|
| Missouri River points and Columbus Kans. | \$62.00 | \$64.50 | \$69.50 |
| Houston and Mineola..... | 52.00 | 64.50 | 69.50 |
| Galveston..... | 58.50 | 66.00 | 71.00 |
| New Orleans..... | 59.50 | 72.00 | 77.00 |
| St. Louis..... | 59.50 | 72.00 | 77.00 |
| Chicago..... | 64.50 | 77.00 | 82.00 |
| St. Paul or Mpls. | 59.90 | 72.40 | 77.40 |

The Committee, believe, considering the extent and scenic character of the territory embraced in the trip, the liberal ticket conditions and stop-over privileges en route and in California, and the extended limit for return, that the rate secured is the most favorable ever granted to any trans-continental convention or to the National Educational Association for any meeting.

Hotels and Restaurants.

The National Executive Committee will have its headquarters at the Hotel Westminster, and here also will be located the headquarters of the Illinois, Kansas, New York, Massachusetts, Michigan, Colorado, Missouri, Minnesota and other state delegations. Large and commodious apartments will be provided for the business headquarters, post office and bureau of information.

Among the leading hotels of the city are the following:

The Westminster, Headquarters, 275 rooms, European plan, \$1.00 to \$5.00 per day; American plan, \$2.50 to \$6.00; parlors, \$3.00 to \$10.00.

Van Nuys and Annex, with combined capacity of 300 rooms, prices for rooms range from \$1.00 to \$8.00 per day; parlors \$6.00 to \$10.00 per day; American plan, \$2.50 to \$6.00 per day.

Hotel Rosslyn, 140 rooms per day \$1.00 and up; American plan, \$2.00 per day and up; parlors, \$3.00 to \$5.00 per day and up.

Hollenbeck, 220 rooms, per day \$1.00 and up; American plan \$2.50 and up.

Nadeau, 200 rooms, day rate \$1.00 and up; American plan \$2.50 and up.

Natick House, 150 rooms; American plan, \$1.25 to \$2.00.

Vincent, 50 rooms; European plan by day 75 cents and up.

California, 40 rooms, by day 50 cents to 1.00; American plan 2.00 per day.

Abbotsford Inn, 100 rooms; American plan \$1.50 and up.

Brunswick, 40 rooms, by day 50 cents to \$1.50.

Melrose, 50 rooms, by day 75 cents to \$2.00.

Lincoln, 60 rooms; American plan \$1.50 to \$2.50.

Besides the above mentioned, there are 20 or 30 first class family hotels, with rates ranging from \$5.00 to 12.00 per week, and between 150 and 200 first-class rooming houses. The prices at the latter are from 50 cents to \$1.50 per day with reductions by week or month. The European plan is preferred on the Pacific coast.

This enables the visitor to get meals independent of lodging.

Restaurants are numerous and excellent, where meals are served from 15 cents to 1.00 each. Fresh sea fish and game can always be had at all places where meals are served.

The *Hotel Westminster*, Headquarters, has reserved a series of the best rooms and suites on the second floor (Nos. 27-62 inclusive) as parlors for state headquarters. These rooms are offered at rates ranging from \$5.00 to \$10.00 per day. The rooms may be occupied for sleeping without extra charge except payment of \$2.50 per day for table board for each person. These rates are unusually low, considering the accommodations, and should lead to the establishing of headquarters by a large number of the states. Immediate application should be made.

Other hotels near the Westminster offer rooms for headquarters at rates varying from \$3.00 to \$10.00 per day.

Applications for hotel or boarding accommodations or for other local information should address Mr. Frank Wiggins, secretary of the Local Executive Committee, Chamber of Commerce, Los Angeles, Cal.

Two "School Journal" Parties to Los Angeles.

One party just forming will leave New York City via New York Central R. R., and go by way of Michigan Central R. R. (taking in Niagara Falls) to Chicago, and there take the most direct route to Los Angeles (the Atchison, Topeka, and Santa Fe railroad). The return will be by the Northern Pacific. The cost of the trip including the National park excursion and all expenses for sleeper, meals, hotels, etc., need not exceed \$230. Those who cannot take in the Yellowstone will get along most comfortably on \$180. The attractions along the Santa Fe are unsurpassed. There will be short side-trips to the Grand Cañon and the Petrified Forest, also visits to Indian villages, etc. The dining service is especially good on this road. In short, the trip promises to be a delightful one in every respect. The attractions of the Northern Pacific were briefly described in these pages last week.

All who wish to go with this party from New York city or join it at either Albany, Buffalo, Chicago, Kansas City, or stations along the route, are requested to write to Ossian H. Lang, 61 East Ninth St., New York.

Another party will leave New York city July 1, at 2 P. M., for a trip that will cover a distance of 8,620 miles. The start will be made from Jersey City via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago the party will go via the Chicago and Northwestern road. There will be a short stopover in Omaha and a day will be spent in Denver and the Garden of the Gods. After passing by daylight thru the Royal Gorge, the Grand Canon of the Arkansas river, a day will be spent at Salt Lake. The party will reach Los Angeles July 11, to remain three days.

The return trip of both parties will be by way of the Northern Pacific railroads, with a stopover in San Francisco of two days, and a one day's stay at Portland. At Livingston the party will divide, those who return directly continuing on the Northern Pacific to St. Paul and thence going via the Northwestern road to Chicago, with a stopover of a day at Minneapolis and the Falls of Minnehaha. This party reaches New York July 26. Those who make the tour of Yellowstone park will return to New York Tuesday, August 1. Arrangements will be made for any who desire to remain a longer time in California and return independently by any diverse route.

On all railroads west of Chicago meals will be served *a la carte* on the trains or at the stations. The excursion will be personally conducted over the entire route, and the services of experienced railroad representatives will insure every attention for the comfort and pleasure of both parties.

Further information concerning this party may be obtained either from Ossian H. Lang, 61 East Ninth St., New York, or from Associate Superintendent W. A. Campbell, 222 Quincy St., Brooklyn, N. Y. Mr. Campbell will personally conduct the party leaving July 1, and returning August 1.

The cars of the second party will be available for sleeping at all times except during the stay at San Francisco. The entire cost for the round trip excursion ticket, including one double sleeping car berth, is \$155.

National Educational Association

ANNUAL MEETING.

On occasion of the National Educational Association Annual Meeting to be held this year at Los Angeles, California, July 11th to 14th, 1899.

The Pennsylvania Railroad offers the teachers of the country the grandest educational route possible, passing as it does through the richest farming lands of Pennsylvania, along the Banks of the Susquehanna and Juniata Rivers, over the backbone of the Allegheny Mountains, around Horse Shoe Curve, Allegrippus and the Pack Saddle, through Harrisburg, Johnstown, and Pittsburg, affording the opportunity for a night view under the most favorable circumstances of the furnace fires of the iron, steel, and glass works of Pennsylvania, and thence through the great agricultural and manufacturing districts of Ohio, Indiana, and Illinois, to the Chicago and St. Louis gateways, whence branches the gigantic fan of Trunk Lines to the Pacific Coast by Northern, Southern, and Central Routes.

Never was a grander opportunity, than the present, given for Americans to know their own country. The rate being one fare for the round trip, will enable our educators, at half the usual expense in railroad fares, to see for themselves the wonders of the Rocky Mountains, the Great Southwest, Northwest, and Pacific Coast. Denver, Georgetown Loop, Colorado Springs, Manitou, Garden of the Gods, Pike's Peak, Glenwood Springs, Salt Lake City, Sacramento, Los Angeles, and San Francisco, to say nothing of the Grand Canyon of the Arkansas, Albuquerque, Santa Fe, the Arkansas Valley, Kansas City, and St. Louis, or, Portland, Mt. Shasta, Tacoma, Seattle, Spokane, Helena, Butte, St. Paul, and Minneapolis, are to be seen as the tourist may elect, while the wonders of the Yosemite and Yellowstone Park are also possibilities to those who take advantage of this opportunity of a lifetime.

Names and addresses of the Company's District Passenger Agent, to any one of whom persons desiring information may apply:

| | | |
|---|---|---|
| SAM'L CARPENTER, Eastern Pass'r Agent. No. 1196 Broadway, S. E. Cor. 29th St., New York, N. Y. | W. W. LORD, Jr., Ass't Eastern Pass'r Agent, No. 1196 Broadway, S. E. Cor. 29th St., New York, N. Y. | THOMAS PURDY Pass'r Agt., Long Branch Dist., No. 789 Broad Street, Newark, N. J. |
| B. P. FRASER, Pass'r Agent Buffalo District, No. 307 Elliot St., Main St., Buffalo, N. Y. | GEO. M. ROBERTS, New England Pass'r Agent, No. 205 Washington St., Boston, Mass. | THOS. E. WATT, Pass'r Agent West District, Cor. Fifth Ave and Smithfield St., Pittsburg, Pa. |
| J. K. SHOEMAKER, Pass'r Agt Middle Dist. No. 1411 Chestnut St., Philadelphia, Pa. | COLIN STUDDS, Pass'r Agt. South-East Dist., 15th and G Sts., Washington, D. C. | B. COURLAENDER, Jr., Pass'r Agt Baltimore Dist., N. E. Cor. Baltimore & Calvert Sts., Baltimore, Md. |

THE

Pennsylvania Railroad

Has Led and Continues to Lead All Other Transportation Companies

IN THE INTRODUCTION OF MODERN APPLIANCES TENDING TO INCREASE

Comfort, Safety, Luxury, and Speed in Railway Travel.

The introduction of Limited Express Trains.

The introduction of Vestibuled Trains.

The introduction of Stenographers, Electric Lights, Baths, Barbers, Libraries, Ladies' Maids, and movable easy-chairs on Limited Express Trains.

The introduction of Interlocking Switches, the Block-Signal System, and other Safety-securing Apparatus.

The introduction of Stone-ballasted Track and Steel Rails.

The introduction of the method whereby engines can be supplied with water while running at a full rate of speed.

The establishment of a personally-conducted Tourist System for the benefit of the pleasure-seeking public.

The introduction of Chaperons in connection with personally-conducted Tours and Excursions, for the benefit of ladies traveling without escort.

The introduction of the system of elevated stations and double-decked steam-ferry ships, which enable passengers to pass to and from trains and stations above the turmoil of the river-front street traffic, are among the many triumphs of this greatest of public servants.

The opening of a New Passenger Station at the foot of West 23d Street, New York city, together with a Pennsylvania Railroad Cab Service, whereby citizens and visitors have the use of first-class conveyances to and from their residences, hotels, or places of business at reasonable rates, is among their latest accomplishments.

Other Railroad Companies may imitate, may emulate, but none can equal, much less surpass, the perfection of passenger service which has been attained, and is maintained by this greatest of railways.

THE PUGET SOUND REGION

opens a new world to the people of the East. Here you see the finest timber in America; one of the finest grain regions; a section celebrated for its delicious fruits; a country rich in agricultural and mineral resources; and it can be reached by the luxurious trains of the New York Central Lines and their connections.

A booklet on the "Lake Shore Limited," containing also a novel and unique descriptive time table of this wonderful train, will be sent free by addressing George H. Daniels, General Passenger Agent, Grand Central Station, New York.

ALONG THE COLUMBIA RIVER.

No other river in the world is like the Columbia. Its fish are shipped to every part of the world. Ships from the Oriental countries and the islands of the Pacific pass to and fro upon it, and the scenery along its banks is charming.

This country is reached by the New York Central and its connections; in fact, any part of the Pacific Coast can be easily and quickly reached by the New York Central Lines.

For a copy of the "Luxury of Modern Railway Travel," send one a-cent stamp to George H. Daniels, General Passenger Agent, Grand Central Station, New York.

Los Angeles in July '99

NATIONAL EDUCATIONAL ASSOCIATION MEETING

Low Rates and Luxurious Traveling. With a Choice of Seven Routes Returning Home.

THE MISSOURI PACIFIC RAILWAY will make very low rates, and offers the most attractive route to the teachers and their friends contemplating attending the above meeting. From St. Louis and Kansas City, the pathway to the Golden Gate is via THE MISSOURI PACIFIC RAILWAY, in connection with the SCENIC LINE OF THE WORLD. Denver, Colorado Springs, under the shadows of the Rockies; Manitou, a beautiful mountain resort; Garden of the Gods; Pike's Peak, the Grand Cañon of the Arkansas, Marshall Pass, Glenwood Springs, Salt Lake City with its Mormon Temple and Tabernacle. All of Nature's Marvels of Kansas, Colorado, and Utah are included in this route.

No other route offers such fine opportunities sight-seeing, pleasure, comfort, and general enjoyment for the teachers and their friends. Write for full particulars.

S. H. THORISON, Central Passenger Agent,
905 Park Building, Pittsburg, Pa.

LOUIS W. EWALD, New England Passenger Agent,
192 Washington St., Boston, Mass.

W. E. HOYT, General Eastern Passenger Agent, 391 Broadway, New York.

H. C. TOWNSEND,
General Passenger and Ticket Agent,

ST. LOUIS, MO.

W. B. DODDRIDGE,
General Manager



The Favorite Route to the
N. E. A.
Conventions.

WEST-BOUND.

Leaves **BOSTON** daily ex. Sun., via Fitchburg R. R. 9.30 am
Leaves **NEW YORK** daily, " West Shore R. R. 12.45 pm
Arrives **CHICAGO** " " Wabash R. R. 3.00 pm
Arrives **ST. LOUIS** " " Wabash R. R. 6.52 pm

EAST BOUND.

Leaves **ST. LOUIS** daily, via Wabash R. R. 9.00 am
Leaves **CHICAGO** " " Wabash R. R. 12.02 pm
Arrives **NEW YORK** " " West Shore R. R. 3.30 pm
Arrives **BOSTON** " " Fitchburg R. R. 7.00 pm

See that your tickets read via the popular **WEST SHORE ROUTE**. You can travel via **FAST LIMITED EXPRESS** trains, hauling **MAGNIFICENT WAGNER DINING** and **SLEEPING CARS**, without change,

BETWEEN BOSTON, NEW YORK,

Albany, Utica, Syracuse, Rochester, Buffalo, Niagara Falls, Erie, Cleveland, Detroit,
CHICAGO and ST. LOUIS,

Connecting in terminal stations with routes for **YELLOWSTONE PARK** and places of general interest to the tourist
NORTH, WEST AND SOUTHWEST.

The tourist via the West Shore Railroad will enjoy a transformation scene that no other line affords. Its line offers one grand, ever-enchanting and picturesque panorama—along the historic and majestic Hudson River, skirting the foothills of the Catskill Mountains, through the beautiful Mohawk Valley, with the lofty Adirondacks in the distance, by the Great Cataract of Niagara, bordering on the great lakes of Ontario, Erie and Michigan.

No other route can offer such inducements for comfort and pleasure to the traveler.

C. E. LAMBERT, Gen'l Pass'r Agent, New York, U. S. A.

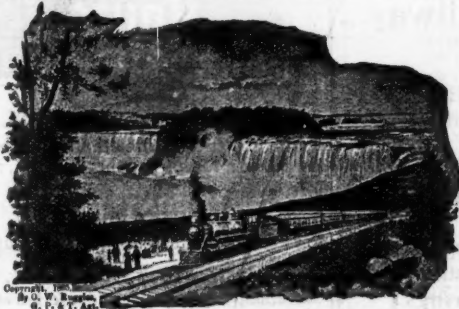
**A
FIRST-CLASS
LINE.**



**FOR
FIRST-CLASS
TRAVEL.**

Magnificent Wagner, Sleeping, Parlor, and
Library Smoking Cars

UNEXCELLED DINING CAR SERVICE.



Michigan Central Train at Falls View Station.

Teachers, Educators, those planning to attend the **N. E. A. Convention**, Los Angeles, use the Michigan Central "The Niagara Falls Route." See the Great Cataract and compare its charms with the grandeur of the Rockies. Only MC trains stop at Falls View Station.

O. W. RUGGLES,
G. P. & T. A.,
Chicago.

R. H. L'HOMMEDIEU,
Gen'l Supt.,
Detroit.

W. H. UNDERWOOD,
G. E. P. A.,
Buffalo.



LIBERTY CAP

is one of the **TOURISTS' FAVORITES**, in

Yellowstone Park.

It is an **EXTINCT GEYSER**, how old no one knows. It stands at the base of the beautiful

HOT SPRINGS TERRACES,

and looks like an old mummy.

Take the **SHASTA-NORTHERN PACIFIC** route homeward from Los Angeles and en route stop and see Liberty Cap and the Geysers, Canyons, etc. Send Chas. S. Fee, St. Paul, Minn., **SIX CENTS** for our new **WONDERLAND '09**.

For rates &c., address **W. F. MERRISON**, 219 Broadway, New York; **I. M. BORTLE**, 47 So. 3rd Street, Philadelphia; **Ed. O. SCHONK**, 1118 Carnegie Bldg., Pittsburg; **F. H. FOGARTY**, 208 So. Clark Street, Chicago.

N. E. A. CONVENTION

Los Angeles, Cal., July 11-14, 1899.

THE SANTA FE ROUTE

Is the most comfortable summer route—

It provides the best dining-car and eating house service in the world—

It is 24 to 36 hours shorter to Los Angeles than any other line.

This Route presents scenes of extraordinary interest to the educated traveler, which are fully set forth in the following illustrated descriptive books, mailed free on application:

To California and Back,
176 pp., 176 illustrations.

The Moki Snake Dance,
60 pp., 64 illustrations.

New Mexico Health Resorts,
88 pp., 45 illustrations.

Grand Cañon of Arizona,
82 pp., 15 illustrations.

Las Vegas Hot Springs.
48 pp., 39 illustrations.

Arizona Health Resorts,
84 pp., 27 illustrations.

The summer climate of Southern California is delightful, the midsummer temperature of Los Angeles, San Diego, Coronado, and Santa Barbara, is lower than that of most Eastern cities.

Correspondence solicited. Address General Passenger Office,

THE ATCHISON, TOPEKA & SANTA FE RAILWAY, Chicago.

Finest Roadbed on the Continent.



SPLENDID DAILY SERVICE

Between
**NEW ENGLAND
And the WEST...**

The only line running through cars in connection
—WITH THE—

Great 4-Track New York Central,
Lake Shore & Michigan Southern Railroad,
(FAST MAIL ROUTE)

Michigan Central Railroad,
(NIAGARA FALLS ROUTE)
and the "Big Four Route,"

TO
Buffalo, Detroit, Cleveland, Toledo, Chicago,
Indianapolis Cincinnati, and St. Louis.

Vestibuled Sleeping Cars Trains Heated by Steam.

A. S. HANSON, Gen'l Pass. Agt.

Michigan Resorts

are directly on the
line of the

**Grand Rapids and
Indiana Railway...**

"The Fishing Line"

Excellent
Service
To

TRAVERSE CITY
Neahtawanta
Omena
Charlevoix
PETOSKEY
Bay View
Rearing Brook
Wequetonsing
Harbor Springs
Harbor Point
Oden
MACKINAC ISLAND
Upper Peninsula
Points

"Michigan in Summer," a beautiful,
illustrated pamphlet, descriptive of the
above resorts and how to get there may be
had upon addressing

C. L. LOCKWOOD, G. P. & T. A.
Grand Rapids, Mich.

Greatly Reduced Rates
to the N. E. A. Meeting
will be given by the



THIS IS THE BEST LINE
And has many features that will commend
themselves to the Teacher Tourist, among
which is the system of

Rock Island
Personally conducted Tourist Excursions.
Boston to Pacific Coast,
Concerning which you should ask information.

If you are going to

LOS ANGELES,
write now for the beautiful book,
"The '99 N. E. A.,"
which covers the trip fully, gives complete
details as to rates, tickets, privileges, side
trips, and other things connected with the
journey, and of which the intending excursionist
should have early knowledge.

Address
CHAS. KENNEDY, G. E. P. A.
308 Broadway New York.
JNO. SEBASTIAN, G. P. A., - - - Chicago.



Los Angeles

WE wish to impress on the minds of teachers and their friends that in going to the Los Angeles meeting, the cost will not be greater to travel over the best route from the East. Experienced travelers use the Lake Shore and Michigan Southern Ry. It has a very large patronage from the best class of people. You will travel comfortably. The equipment, road-bed and tracks are maintained in perfect condition. The trains ride at a perfect balance, true and easily.

Our route traverses the largest, most populous and interesting portion of the Middle States, with such cities as Buffalo, Erie, Cleveland, Toledo, etc., to Chicago, and along the south shore of Lake Erie of which there are many beautiful views.

The basis of fare is

HALF RATES

with \$2.00 added account membership fee.

A book of Trains explaining our service and route sent free to any address and any desired information gladly furnished by

A. J. SMITH, Gen. Pass. & Tkt. Agt., Cleveland, Ohio.

HAUNTS IN THE WILD WOODS

AND

Gay Places for Summer Outings.

Either or both, can be found along the lines of the

Chicago,

Milwaukee and

St. Paul R'y

in WISCONSIN, MINNESOTA, NORTHERN MICHIGAN, IOWA, and the DAKOTAS.

Among the many delightful Summer Resorts are DELAVAN, WAUKESHA, OCONOMOWOC, ELKHART LAKE, MARQUETTE, MADISON, KILBOURN, MINOCQUA, STAR LAKE, LAKES OKOBOJI, SPIRIT LAKE, CLEAR LAKE, BIG STONE, FRONTENAC, WHITE BEAR, and LAKE MINNETONKA.

In the north woods of Wisconsin, in the forests of Northern Michigan and Minnesota, and in the far stretches of the Dakotas true sportsmen can fish and hunt to their heart's content.

For pamphlet of "SUMMER TOURS," "FISHING AND HUNTING," apply to nearest ticket agent, or address with two-cent stamp, GEO. H. HEAFFORD, Gen'l Pass. Agent, 555 Old Colony Building, Chicago, Ill.

WHERE TO GO THIS SUMMER

HAVE YOU EVER CONSIDERED THE ADVANTAGES OF A FEW WEEKS AT BAY VIEW, PETOSKEY, CHARLEVOIX, TRAVERSE CITY, OR OTHER NORTHERN MICHIGAN RESORTS? IF NOT YOU SHOULD INVESTIGATE THE MATTER BY WRITING TO THE GEN'L PASS'R AGENT OF THE CHICAGO AND WEST MICHIGAN RAILWAY, AT GRAND RAPIDS, MICH., WHO WILL BE VERY GLAD TO

SEND YOU A FOLDER FULL OF PICTURES AND INFORMATION

P. S.—The Popular Route to the Michigan Resorts is the Chicago and West Michigan Railway—All Ticket Agents sell via this route

GEO. DE HAVEN, Gen'l Pass. Agt.

In Going to the Meeting

of the National Educational Association, to be held at Los Angeles, Cal., in July, 1899, it is natural for one to wish to see the grandest and most impressive scenery en route. This you will do by taking the

Denver and

Rio Grande Railroad

(in one or both directions, as we have two different routes through the mountains). This road traverses over a thousand miles of the Rocky Mountains, and has all of the finest mountain scenery in America on its line.

Write to H. E. TUPPER, General Agent, No. 353 Broadway, N. Y., or S. K. HOOPER, G. P. & T. A., Denver, Colorado, for illustrated pamphlets of the route.

Summer Schools.

COLORADO.—State Normal School, Greeley, Col. Summer course in library instruction. Four or five weeks. Address Dr. Z. X. Snyder, Pres.

Denver Normal.—Preparatory School, Denver, Colo. Summer Session June 12-July 14. Address Fred Dick, Principal.

ILLINOIS.—National Summer School, Armour Institute, Chicago, Ill. Summer Course June 26-July 8, 1899. Address Ginn & Co., 378-388 Wabash Ave., Chicago, Ill.

Summer School of Pedagogy, University of Illinois. July 20-August 18.

MASSACHUSETTS.—Amherst College Summer School of Languages. July 10-18. Address L. Sauveur, Ph. D., LL. D., 263 Dearborn avenue, Chicago, Ill.

Harvard Summer School. Courses in Old Testament, church history, and theology. Address Rev. R. S. Morrison, Divinity Secretary, Cambridge, Mass.

Martha's Vineyard Summer Institute, Cottage City, Mass. Opens July 21, 1899. Four and five weeks' courses. Address Wm. A. Mowry, President, Hyde Park, Mass.

The American School of Sloyd. Walter J. Kenyon, Director. Fifth annual session begins July 11, at Martha's Vineyard. Camilla Lies Kenyon, secretary, State Normal School, Lowell, Mass.

MASSACHUSETTS.—American Music Training School, Marblehead, from July 11-28. Address, A. W. Richardson, business manager, Bease Place, Springfield, Mass.

MAINE.—Fryeburg School of Methods. July 27 to August 10, at Fryeburg. Address Ernest Hamlin Abbott, Manager, Fryeburg, Maine.

NORTH CAROLINA.—Asheville Summer School and Conservatory, Asheville College. Courses in English, biology, mathematics, art, elocution, and music in all of its branches. July 10-August 29. Address George L. Hackney, Secretary, Asheville, N. C.

Teachers' Assembly at Morehead City, N. C. From June 13-18. Address W. T. Whitsett, Whitsett, N. C.

Chicago Normal summer school, under the auspices of the Chicago board of education. From July 3 to July 31. Twelve departments. Daily practice school. Address, E. Benjamin Andrews, superintendent Chicago public schools.

NEW YORK.—Cornell University, Ithaca, New York, offers a summer course in nature study. Four weeks, beginning July 5. Address College of Agriculture, Ithaca, N. Y.

New York University has issued the announcement of its fifth summer session for teachers and college graduates. Thirty courses are offered in nine different departments. The session will be held at University Heights, New York city, July 10-August 18.

Teachers College, Columbia University.—Summer session begins in July. Address W. H. H. Beebe, Secretary of Columbia University, New York city.

New York University.—Summer courses in psychology, mathematics, chemistry, biology, physics, history, Germanic languages,

Latin, and Greek, July 10-Aug. 18. Address Marshall S. Brown, New York University, University Heights, New York city.

Chautauqua Summer Schools, at Chautauqua, New York, from July 8 to August 18. One hundred twelve courses are offered under seventy-three instructors.

OHIO.—University of Wooster. The summer school opens June 19 and closes August 11. Courses in pedagogy, psychology, language, music, art and elocution. Principals, J. H. Dickason and Nelson Sauvain, Wooster, Ohio.

PENNSYLVANIA.—Lehigh university, South Bethlehem, Pa., summer schools in chemistry, physics, surveying, mathematics, English, history, political economy, ancient and modern languages. From four to six weeks, beginning July 6. Address, secretary of the university.

EUROPEAN SUMMER SCHOOLS.

GERMANY.—Holiday course of lectures in Greifswald. July 10-20. One course in Pedagogy intended particularly for teachers. Address Ferienkurse, Greifswald, Germany.

ENGLAND.—Holiday classes at Burlington House, Cambridge, resident branch of University Correspondence college. For four weeks beginning August 1, 1899. Principal, William Briggs; vice-principal, B. J. Hayes.

Announcements of Meetings.

May 25-26.—The Manitoba South-Western Teachers' Association at Boisassé, Manitoba, Can. W. T. Musgrove, sec'y, Boisassé, Manitoba.

May 12.—New England Superintendents' Association at Boston. Sec'y W. H. Small, Chelsea.

June 26-28, '99.—New York State University Convocation at Albany. Secretary, Melvil Dewey, Albany.

June 27-29.—Ohio State Teachers' Association at Put-in-Bay.

June 28.—West Virginia State Teachers' Association at White Sulphur Springs. Pres. J. A. Trotter, Charlestown; Sec'y, A. J. Wilson, Grafton.

July.—Arkansas State Teachers' Association at Newport.

July.—Maryland State Teachers' Association at Blue Mountain House.

July 4-6.—Pennsylvania State Teachers' Association at Gettysburg.

July 5-7, '99.—New York State Teachers' Association at Utica. Secretary, Benjamin Veit, 173 East 95th street, New York city.

July 9-11.—National Council of Education, at Los Angeles, Cal. Sec'y, Bettie A. Dutton, Cleveland, O.

July 11-15.—National Educational Association, Los Angeles, Cal. Pres., Dr. E. Oram Lyte, Millersville, Pa.; Sec'y, Irwin Shepard, Winona, Minn.

TO LOS ANGELES.

Travel with comfort and safety. A tour of the continent is best made over the

North-Western Line

Its various sections cover 7997 miles of railway in Illinois, Iowa, Wisconsin, Michigan, Minnesota, Nebraska, North Dakota, South Dakota. All who expect to attend the Convention of the

NATIONAL EDUCATIONAL ASSOCIATION

this summer should travel, at least one way, by this road. It passes through St. Paul, Salt Lake City, Portland, and San Francisco.

One of THE SCHOOL JOURNAL parties will travel by this route.

Address W. B. Kniskern, General Passenger and Ticket Agent, Chicago; or H. A. Gross, General Eastern Agent, 461 Broadway, New York.

Summer Travel Guide.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation in traveling. The NATIONAL EDUCATIONAL ASSOCIATION, which meets this year at Los Angeles, July 11 to 14, will draw together teachers from all parts of the United States. A One Fare Round Trip Rate is made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there. Fuller information concerning delightful vacation outings will be given in future issues of this Special Supplement.

What to Wear in Southern California.

"Lovely climate," is the generic epithet that one has always heard applied to the remote region on the south Pacific slope. But the fact is there are two climates in southern California, that which is to be found on the shady side of the street and that on the sunny side. The first may be said to be temperate and the second tropical—hence semi-tropical. The nearest approach to the general conditions is experienced on early spring days when the sun is very warm in the open, when the furnace has suddenly been released from active service and the coolness of winter within doors has not yet been displaced by outdoor warmth. Under these circumstances the Easterner can realize exactly the contradiction which constitutes and characterizes California climate. The wrap is needed within the house or on the shady side of the street. In the sun it is a signal superfluity. On going out for a walk or jaunt, the wrap must be taken if one is not going to return before sundown. Within doors, unless there is a glowing fire on the hearth or other means of warmth, not apt to be found in the ordinary lodging-house or home, owing to the great expense of fuel, extra clothing is essential, or discomfort and possibly sickness may result.

Cool nights and clear days are invariable in a California summer. In fact summer is *par excellence* the best time of year to visit all parts of southern California with the single exception of the heated valleys of the interior, where the withering sun is in the height of his power from May until October. There are seldom half-a-dozen cloudy days during the entire summer. The sun may be uncomfortably hot at mid-day but one has only to cross to the shady side of the street to get relief for aching eyes and burning head.

It is claimed that there is less humidity in Los Angeles than in other parts along the coast or in the valleys. Dry and hot and dusty as the day may promise to be, mitigation is sure to come in the diurnal breeze, caused by the rarefaction of the hot air in the heated interior, which induces the rushing in of the cool heavy currents of air from the sea.

There is probably no other portion of the globe where climatology is reduced to such an exact science as in California. At the sea one is certain to find the cool, damp air which warns certain classes of invalids to seek the dry,

warm air inland, or the cool, dry air of the mountains. The winds move with the regularity of clock-work and can



be counted on in a way which would make this region an excellent theater for experiments in aerial navigation. At a certain season the wind will rise from a particular quarter at the same hour each day. In summer the ocean breeze stirs the tree branches as early as ten o'clock in the morning. At four in the afternoon the mountain breeze cools the air. The temptation is seldom resisted by the "tenderfoot" to become a weather profit. Wind from a certain quarter brings rain and moisture in the fall; from another it surely means clear, cool weather; yet another, it indicates dryness and heat in summer and cold in winter.

These reliable winds, too, have none of the tropical fury, but are mild and equable in character, gales being rare and hurricanes and cyclones unknown, the "norther," of course being an exception.

Located between the protecting arms of the Sierra Madre ("Mother Mountains") and the broad Pacific, Los Angeles is especially favored climatically. For many reasons the flood of tourist travel sets toward Los Angeles in the winter. But summer in the Sunshine Land is without doubt greater in advantage than the winter to the pleasure-seeker. The night-fogs which mark the whole sea-coast lift in the early forenoon. A midday temperature of about 80° is the rule. In the interior the thermometer frequently rises as high as 116° in the shade at midday, the average being about 90°. Yet so dry is the atmosphere that discomfort and danger is minimized.

What to wear to meet these peculiar climatic conditions is a mooted question. It is one, however, which can be intelligently solved by a little previous thought and study. The wise traveler, of course, reduces her baggage to smallest compass. It may be set down that a rain coat will not be needed on the south Californian coast. An umbrella is a necessity for the sun. A hat is desirable which affords some defence against sunburn and protection to the eyes. A light cape is the best possible outside wrap for women, and they should also add a fine dark veil without dots. The ordinary light wool traveling suit with a couple of cotton shirt waists and one of wool will answer all purposes of travel. A pretty

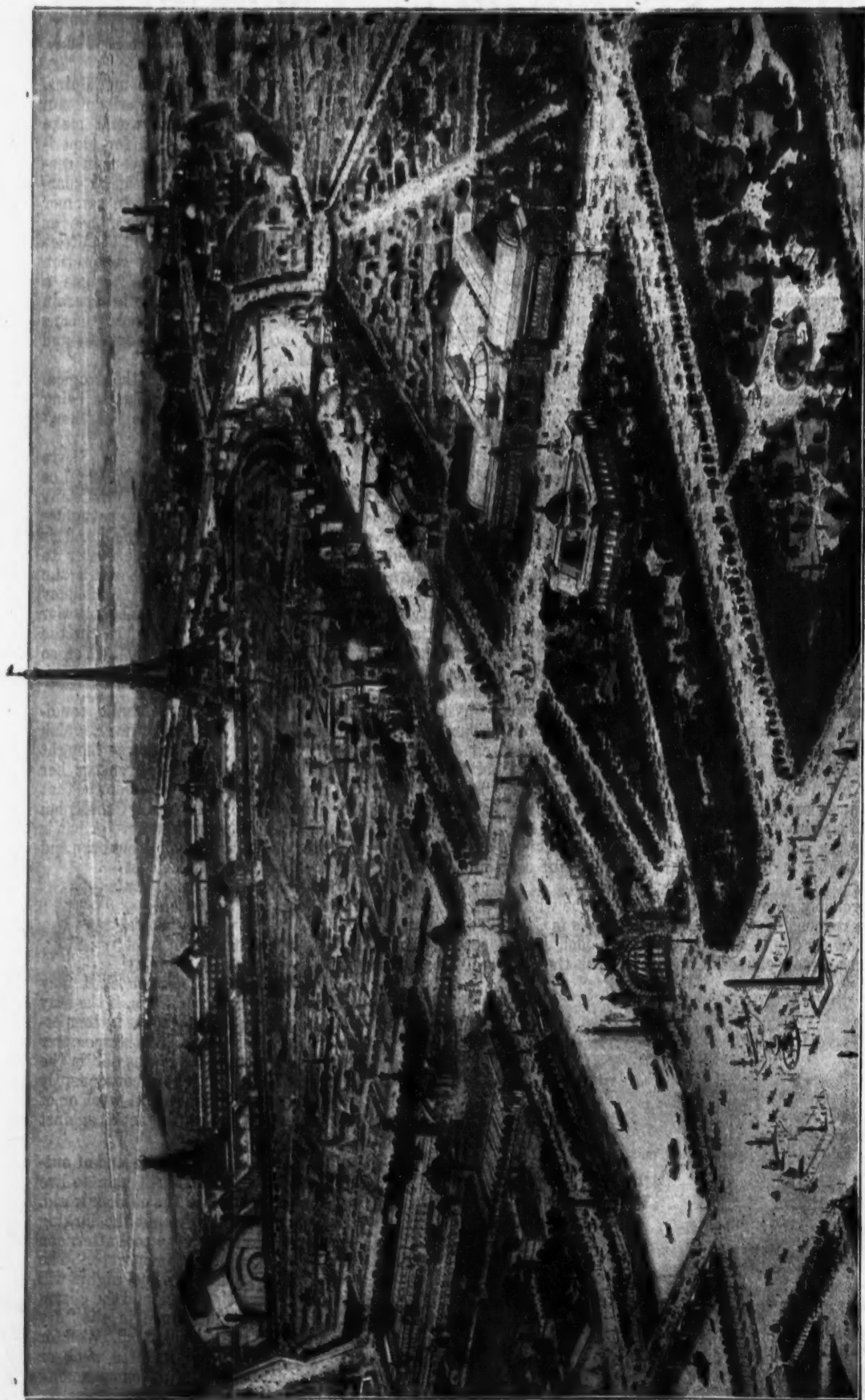


silk waist with a silk or cloth skirt may be added for social occasions, if the stay is to be prolonged. Changes in temperature are considerable, the thermometer sometimes dropping as low as 45° in the mornings. The underwear consequently may well be of light weight wool or of silk affording the best protection against catching cold.

Southern California is the land of out-of-doors. The tourist will plan to live as much as possible in the outdoor world. The sunshine will drive out the lurking miasma of malaria. The cool afternoon breeze will soothe and invigorate. The sweet sleep induced by cool nights will add its beneficial influence, and the charm of nature's lavishness, even in the "dry season" will refresh the mind. Well for the tourist who can spend a week or more at nature's heart, in camp among the giant pines of the lofty Sierras, or close to the great bosom of the restful, broad Pacific.



Band Stand at West Lake Park, Los Angeles, Cal.



Birdseye View of the Paris Exposition of 1900.

From Portfolio Series, "*Beautiful Paris*," published by The European Tourist Company, Presbyterian Building, 156 Fifth Avenue, New York.

National Educational Association

ANNUAL MEETING.

On occasion of the National Educational Association Annual Meeting to be held this year at Los Angeles, California, July 11th to 14th, 1899.

The Pennsylvania Railroad offers the teachers of the country the grandest educational route possible, passing as it does through the richest farming lands of Pennsylvania, along the Banks of the Susquehanna and Juniata Rivers, over the backbone of the Alleghany Mountains, around Horse Shoe Curve, Allegrippus and the Pack Saddle, through Harrisburg, Johnstown, and Pittsburg, affording the opportunity for a night view under the most favorable circumstances of the furnace fires of the iron, steel, and glass works of Pennsylvania, and thence through the great agricultural and manufacturing districts of Ohio, Indiana, and Illinois, to the Chicago and St. Louis gateways, whence branches the gigantic fan of Trunk Lines to the Pacific Coast by Northern, Southern, and Central Routes.

Never was a grander opportunity, than the present, given for Americans to know their own country. The rate being one fare for the round trip, will enable our educators, at half the usual expense in railroad fares, to see for themselves the wonders of the Rocky Mountains, the Great Southwest, Northwest, and Pacific Coast. Denver, Georgetown Loop, Colorado Springs, Manitou, Garden of the Gods, Pike's Peak, Glenwood Springs, Salt Lake City, Sacramento, Los Angeles, and San Francisco, to say nothing of the Grand Canyon of the Arkansas, Albuquerque, Santa Fe, the Arkansas Valley, Kansas City, and St. Louis, or, Portland, Mt. Shasta, Tacoma, Seattle, Spokane, Helena, Butte, St. Paul, and Minneapolis, are to be seen as the tourist may elect, while the wonders of the Yosemite and Yellowstone Park are also possibilities to those who take advantage of this opportunity of a lifetime.

Names and addresses of the Company's District Passenger Agent, to any one of whom persons desiring information may apply:

| | | |
|--|---|--|
| SAM'L CARPENTER, Eastern Pass'r Agent. | W. W. LORD, Jr., Ass't Eastern Pass'r Agent, No. 1196 Broadway, S. E. Cor. 29th St., New York, N. Y. | THOMAS PURDY Pass'r Agt., Long Branch Dist., No. 789 Broad Street, Newark, N. J. |
| B. P. FRASER, Pass'r Agent Buffalo District, No. 307 Ellicott Sq., Main St., Buffalo, N. Y. | GEO. M. ROBERTS, New England Pass'r Agent, No. 205 Washington St., Boston, Mass. | THOS. E. WATT, Pass'r Agent West District, Cor. Fifth Ave. and Smithfield St., Pittsburg, Pa. |
| J. K. SHOEMAKER, Pass'r Agt. Middle Dist., No. 1411 Chestnut St., Philadelphia, Pa. | COLIN STUDDS, Pass'r Agt. South-East Dist., 15th and G Sts., Washington, D. C. | B. COURLAENDER, Jr., Pass'r Agt. Baltimore Dist., N. E. Cor. Baltimore & Calvert Sts., Baltimore, Md. |

THE

Pennsylvania Railroad

Has Led and Continues to Lead All Other Transportation Companies

IN THE INTRODUCTION OF MODERN APPLIANCES TENDING TO INCREASE

Comfort, Safety, Luxury, and Speed in Railway Travel.

The introduction of Limited Express Trains.

The introduction of Vestibuled Trains.

The introduction of Stenographers, Electric Lights, Baths, Barbers, Libraries, Ladies' Maids, and movable easy-chairs on Limited Express Trains.

The introduction of Interlocking Switches, the Block-Signal System, and other Safety-securing Apparatus.

The introduction of Stone-ballasted Track and Steel Rails.

The introduction of the method whereby engines can be supplied with water while running at a full rate of speed.

The establishment of a personally-conducted Tourist System for the benefit of the pleasure-seeking public.

The introduction of Chaperons in connection with personally-conducted Tours and Excursions, for the benefit of ladies traveling without escort.

The introduction of the system of elevated stations and double-decked steam-ferry ships, which enable passengers to pass to and from trains and stations above the turmoil of the river-front street traffic, are among the many triumphs of this greatest of public servants.

The opening of a New Passenger Station at the foot of West 23d Street, New York city, together with a Pennsylvania Railroad Cab Service, whereby citizens and visitors have the use of first-class conveyances to and from their residences, hotels, or places of business at reasonable rates, is among their latest accomplishments.

Other Railroad Companies may imitate, may emulate, but none can equal, much less surpass, the perfection of passenger service which has been attained, and is maintained by this greatest of railways.

THE PUGET SOUND REGION

opens a new world to the people of the East. Here you see the finest timber in America; one of the finest grain regions; a section celebrated for its delicious fruits; a country rich in agricultural and mineral resources; and it can be reached by the luxurious trains of the New York Central Lines and their connections.

A booklet on the "Lake Shore Limited," containing also a novel and unique descriptive time table of this wonderful train, will be sent free by addressing George H. Daniels, General Passenger Agent, Grand Central Station, New York.

ALONG THE COLUMBIA RIVER.

No other river in the world is like the Columbia. Its fish are shipped to every part of the world. Ships from the Oriental countries and the islands of the Pacific pass to and fro upon it, and the scenery along its banks is charming.

This country is reached by the New York Central and its connections; in fact, any part of the Pacific Coast can be easily and quickly reached by the New York Central Lines.

For a copy of the "Luxury of Modern Railway Travel," send one 2-cent stamp to George H. Daniels, General Passenger Agent, Grand Central Station, New York.

Los Angeles in July '99

NATIONAL EDUCATIONAL ASSOCIATION MEETING

Low Rates and Luxurious Traveling. With a Choice of Seven Routes Returning Home.

THE MISSOURI PACIFIC RAILWAY will make very low rates, and offers the most attractive route to the teachers and their friends contemplating attending the above meeting. From St. Louis and Kansas City, the pathway to the Golden Gate is via **THE MISSOURI PACIFIC RAILWAY**, in connection with the **SCENIC LINE OF THE WORLD**. Denver, Colorado Springs, under the shadows of the Rockies; Manitou, a beautiful mountain resort; Garden of the Gods; Pike's Peak, the Grand Cañon of the Arkansas, Marshall Pass, Glenwood Springs, Salt Lake City with its Mormon Temple and Tabernacle. All of Nature's Marvels of Kansas, Colorado, and Utah are included in this route.

No other route offers such fine opportunities sight-seeing, pleasure, comfort, and general enjoyment for the teachers and their friends. Write for full particulars.

S. H. THOMPSON, Central Passenger Agent,
905 Park Building, Pittsburg, Pa.

LOUIS W. EWALD, New England Passenger Agent,
192 Washington St., Boston, Mass.

W. E. HOYT, General Eastern Passenger Agent, 391 Broadway, New York.

H. C. TOWNSEND,
General Passenger and Ticket Agent.

ST. LOUIS, MO.

W. B. DODDRIDGE,
General Manager



The Favorite Route to the
N. E. A.
Conventions.

WEST-BOUND.

Leaves **BOSTON** daily ex. Sun., via **Fitchburg R. R.** 9.30 am
Leaves **NEW YORK** daily, " **West Shore R. R.** 12.45 pm
Arrives **CHICAGO** " " **Wabash R. R.** 3.00 pm
Arrives **ST. LOUIS** " " **Wabash R. R.** 6.52 pm

EAST BOUND.

Leaves **ST. LOUIS** daily, via **Wabash R. R.** 9.00 am
Leaves **CHICAGO** " " **Wabash R. R.** 12.02 pm
Arrives **NEW YORK** " " **West Shore R. R.** 3.30 pm
Arrives **BOSTON** " " **Fitchburg R. R.** 7.00 pm

See that your tickets read via the popular **WEST SHORE ROUTE**. You can travel via **FAST LIMITED EXPRESS** trains, hauling **MAGNIFICENT WAGNER DINING** and **SLEEPING CARS**, without change,

BETWEEN BOSTON, NEW YORK,

Albany, Utica, Syracuse, Rochester, Buffalo, Niagara Falls, Erie, Cleveland, Detroit,
CHICAGO and ST. LOUIS,

Connecting in terminal stations with routes for **YELLOWSTONE PARK** and places of general interest to the tourist
NORTH, WEST AND SOUTHWEST.

The tourist via the West Shore Railroad will enjoy a transformation scene that no other line affords. Its line offers one grand, ever-enchanted and picturesque panorama—along the historic and majestic Hudson River, skirting the foothills of the Catskill Mountains, through the beautiful Mohawk Valley, with the lofty Adirondacks in the distance, by the Great Cataract of Niagara, bordering on the great lakes of Ontario, Erie and Michigan.

No other route can offer such inducements for comfort and pleasure to the traveler.

C. E. LAMBERT, Gen'l Pass'r Agent, New York, U. S. A.

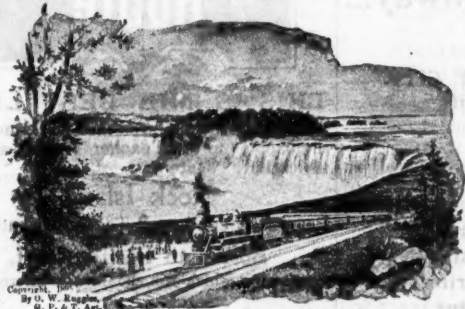


**A
FIRST-CLASS
LINE.**

**FOR
FIRST-CLASS
TRAVEL.**

Magnificent Wagner, Sleeping, Parlor, and
Library Smoking Cars

UNEXCELLED DINING CAR SERVICE.



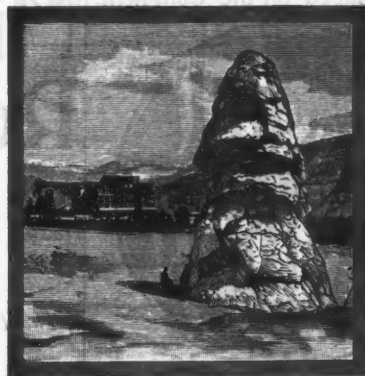
Michigan Central Train at Falls View Station.

Teachers, Educators, those planning to attend the **N. E. A. Convention, Los Angeles**, use the Michigan Central "The Niagara Falls Route." See the Great Cataract and compare its charms with the grandeur of the Rockies. Only MC trains stop at Falls View Station.

O. W. RUGGLES,
G. P. & T. A.,
Chicago.

R. H. L'HOMMEDIEU,
Gen'l Supt.,
Detroit.

W. H. UNDERWOOD,
G. E. P. A.,
Buffalo.



LIBERTY CAP

is one of the **TOURISTS' FAVORITES**, in

Yellowstone Park.

It is an **EXTINCT GEYSER**, how old no one knows. It stands at the base of the beautiful

HOT SPRINGS TERRACES,

and looks like an old mummy.

Take the **SHASTA-NORTHERN PACIFIC** route homeward from Los Angeles and en route stop and see Liberty Cap and the Geysers, Canyons, etc. Send Chas. S. Fee, St. Paul, Minn., **SIX CENTS** for our new **WONDERLAND '09**.

For rates &c., address **W. F. MERRISON**, 819 Broadway, New York; **I. M. BORTLE**, 47 So. 3rd Street, Philadelphia; **Ed. C. SCHOEN**, 1118 Carnegie Bldg., Pittsburg; **F. H. FOGARTY**, 208 So. Clark Street, Chicago.

N. E. A. CONVENTION

Los Angeles, Cal., July 11-14, 1899.

THE SANTA FE ROUTE

Is the most comfortable summer route—

It provides the best dining-car and eating house service in the world—

It is 24 to 36 hours shorter to Los Angeles than any other line.

This Route presents scenes of extraordinary interest to the educated traveler, which are fully set forth in the following illustrated descriptive books, mailed free on application:

| | | |
|--|---|---|
| To California and Back, 176 pp., 176 illustrations. | The Moki Snake Dance, 60 pp., 64 illustrations. | New Mexico Health Resorts, 88 pp., 45 illustrations. |
| Grand Cañon of Arizona, 82 pp., 15 illustrations. | Las Vegas Hot Springs, 48 pp., 39 illustrations. | Arizona Health Resorts, 84 pp., 27 illustrations. |

The summer climate of Southern California is delightful, the midsummer temperature of Los Angeles, San Diego, Coronado, and Santa Barbara, is lower than that of most Eastern cities.

Correspondence solicited. Address General Passenger Office,

THE ATCHISON, TOPEKA & SANTA FE RAILWAY, Chicago.

Finest Roadbed on the Continent.



**SPLENDID
DAILY SERVICE**

Between
**NEW ENGLAND
And the WEST...**

The only line running through cars in connection
—WITH THE—

Great 4-Track New York Central,
Lake Shore & Michigan Southern Railroad,
(FAST MAIL ROUTE)
Michigan Central Railroad,
(NIAGARA FALLS ROUTE)
and the "Big Four Route,"

TO
Buffalo, Detroit, Cleveland, Toledo, Chicago,
Indianapolis Cincinnati, and St. Louis.

Vestibuled Sleeping Cars Trains Heated by Steam.
A. S. HANSON, Gen'l Pass. Agt.

Michigan Resorts

are directly on the
line of the

**Grand Rapids and
Indiana Railway...**

"The Fishing Line"

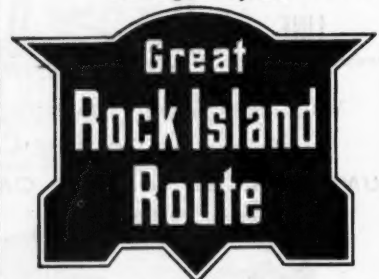
Excellent
Service
To

TRAVERSE CITY
Neahtawanta
Omena
Charlevoix
PETOSKEY
Bay View
Rearing Brook
Wequetonsing
Harbor Springs
Harbor Point
Oden
MACKINAC ISLAND
Upper Peninsula
Points

"Michigan in Summer," a beautiful,
illustrated pamphlet, descriptive of the
above resorts and how to get there may be
had upon addressing

C. L. LOCKWOOD, G. P. & T. A.
Grand Rapids, Mich.

Greatly Reduced Rates
to the N. E. A. Meeting
will be given by the



THIS IS THE BEST LINE
And has many features that will commend
themselves to the Teacher Tourist, among
which is the system of

Rock Island
Personally conducted Tourist Excursions.

Boston to Pacific Coast,
Concerning which you should ask information

If you are going to

LOS ANGELES,
write now for the beautiful book,

"The '99 N. E. A.,"
which covers the trip fully, gives complete
details as to rates, tickets, privileges, side
trips, and other things connected with the
journey, and of which the intending excursionist
should have early knowledge.

Address
CHAS. KENNEDY, G. E. P. A.
305 Broadway, New York.
JNO. SEBASTIAN, G. P. A., Chicago.



Los Angeles

WE wish to impress on the minds of teachers and their friends that in going to the Los Angeles meeting, the cost will not be greater to travel over the best route from the East. Experienced travelers use the Lake Shore and Michigan Southern Ry. It has a very large patronage from the best class of people. You will travel comfortably. The equipment, road-bed and tracks are maintained in perfect condition. The trains ride at a perfect balance, true and easily.

Our route traverses the richest, most populous and interesting portion of the Middle States, with such cities as Buffalo, Erie, Cleveland, Toledo, etc., to Chicago, and along the south shore of Lake Erie of which there are many beautiful views.

The basis of fare is

HALF RATES

with \$2.00 added account membership fee.

"A Book of Trains" explaining our service and route sent free to any address and any desired information gladly furnished by

A. J. SMITH, Gen. Pass. & Tkt. Agt., Cleveland, Ohio.

HAUNTS IN THE WILD WOODS

AND

Gay Places for Summer Outings.

Either or both, can be found along the lines of the

Chicago,

Milwaukee and

St. Paul R'y

in WISCONSIN, MINNESOTA, NORTHERN MICHIGAN, IOWA, and the DAKOTAS.

Among the many delightful Summer Resorts are DELAVAN, WAUKESHA, OCONOMOWOC, ELKHART LAKE, MARQUETTE, MADISON, KILBOURN, MINOCQUA, STAR LAKE, LAKES OKOBOJI, SPIRIT LAKE, CLEAR LAKE, BIG STONE, FRONTENAC, WHITE BEAR, and LAKE MINNETONKA.

In the north woods of Wisconsin, in the forests of Northern Michigan and Minnesota, and in the far stretches of the Dakotas true sportsmen can fish and hunt to their heart's content.

For pamphlet of "SUMMER TOURS," "FISHING AND HUNTING," apply to nearest ticket agent, or address with two-cent stamp, GEO. H. HEAFFORD, Gen'l Pass. Agent, 555 Old Colony Building, Chicago, Ill.

WHERE TO GO THIS SUMMER

HAVE YOU EVER CONSIDERED THE ADVANTAGES OF A FEW WEEKS AT BAY VIEW, PETOSKEY, CHARLEVOIX, TRAVERSE CITY, OR OTHER NORTHERN MICHIGAN RESORTS? IF NOT YOU SHOULD INVESTIGATE THE MATTER BY WRITING TO THE GEN'L PASS'R AGENT OF THE CHICAGO AND WEST MICHIGAN RAILWAY, AT GRAND RAPIDS, MICH., WHO WILL BE VERY GLAD TO

SEND YOU A FOLDER FULL OF PICTURES AND INFORMATION

P. S.—The Popular Route to the Michigan Resorts is the Chicago and West Michigan Railway—All Ticket Agents sell via this route

GEO. DE HAVEN, Gen'l Pass. Agt.

In Going to the Meeting

of the National Educational Association, to be held at Los Angeles, Cal., in July, 1899, it is natural for one to wish to see the grandest and most impressive scenery en route. This you will do by taking the

Denver and

Rio Grande Railroad

(in one or both directions, as we have two different routes through the mountains). This road traverses over a thousand miles of the Rocky Mountains, and has all of the finest mountain scenery in America on its line.

—•••••

Write to H. E. TUPPER, General Agent, No. 353 Broadway, N. Y., or S. K. HOOPER, G. P. & T. A., Denver, Colorado, for illustrated pamphlets of the route.

Safety Speed Economy Luxury

ARE ALL SYNONYMOUS WITH



A PEERLESS TRIO OF FAST EXPRESS TRAINS DAILY in Each Direction. Up-to-date Equipment and Service. Through Sleeping Car Service to Chicago from Boston *via* Fitchburg and West Shore Roads and from New York *via* both West Shore Road and D. L. & W. R. R.

F. J. MOORE, General Agent, 291 Main St., Buffalo, N. Y.

A. W. JOHNSTON,
General Superintendent.

CLEVELAND, O.

B. F. HORNER,
General Passenger Agent.

TO LOS ANGELES.

Travel with comfort and safety. A tour of the continent is best made over the

Chicago and North-Western Line

Its various sections cover 7997 miles of railway in Illinois, Iowa, Wisconsin, Michigan, Minnesota, Nebraska, North Dakota, South Dakota. All who expect to attend the Convention of the

NATIONAL EDUCATIONAL ASSOCIATION

this summer should travel, at least one way, by this road. It passes through St. Paul, Salt Lake City, Portland, and San Francisco.

One of THE SCHOOL JOURNAL parties will travel by this route.

Address W. B. Kniskern, General Passenger and Ticket Agent, Chicago; or H. A. Gross, General Eastern Agent, 461 Broadway, New York.

Summer Travel Guide.

Every year a large proportion of the 40,000 teachers of the United States employ the long summer vacation in traveling. The NATIONAL EDUCATIONAL ASSOCIATION, which meets this year at Los Angeles, July 11 to 14, will draw together teachers from all parts of the United States. A One Fare Round Trip Rate is made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there. Fuller information concerning delightful vacation outings will be given in future issues of this Special Supplement.

How to do Europe.

It is getting to be more and more general for teachers to go to Europe in the summer. Some undertake courses of study abroad, others go with a well-defined object, still others take the trip merely for the pleasure and profit of traveling. To this last class a few pointers may be valuable.

In considering where to go it is necessary to remember that it is not what a person eats but what he digests that counts. Somebody said to Thoreau: "I suppose you have traveled extensively in Europe." "No," was the reply, "but I have traveled extensively in Concord." Somewhat in Thoreau's sense, it is often advisable to travel extensively in North Wales, or Brittany, or Switzerland.

The danger is that the teacher with only six weeks or so will try to see too much. There is a great deal to be said in favor of confining one's attention to a single country. The rest of Europe will wait.

As an example of what may be done, two New York teachers last summer made a tour on bicycles of the cathedral towns of England. They were only four days in London; they saw nothing of continental Europe. They did, however, come back with a real feeling for the exquisite charm of rural England. They had seen more than the conventional tourist, whirled from place to place, could possibly make out.

As another example, a well-known school principal of Washington, D. C., has been abroad only once. On that occasion he made a two months' tour thru Norway. He did not even go by way of great Britain, but direct from Hoboken to Christiania. He has not seen the things everybody is supposed to have seen, but the memory of that glorious summer among the fiords he would not exchange for the ability to say that he had looked at pictures in all the capitals of Europe.

There are so many tours of this character possible that it would be impossible to enumerate many. Italy is distinctly possible and even enjoyable in the summer. The voyage out is inspiring enough—past the Azores, in under the shadow of Gibraltar, across the blue Mediterranean to beautiful Naples, and then up the coast to Genoa and Florence is the natural headquarters of tourists who pass the summer in Italy, for, besides its wealth of historic and artistic interest, it has cool nights. The American art students have already found Florence out, and every summer there are sketch classes among the mountains that overhang the Lily of the Arno.

A very delightful summer can be spent in the neighborhood of Paris. Here too the American art student has led the way. Such classes as that organized by *Art Education* are very profitable. For those who do not intend to study continuously in one place a series of excursions from Paris with perhaps a couple of weeks in Brittany might be recommended. France is good wheeling country.

Or imagine passing a summer in Holland with its wonderful color and its animated, throbbing life. Haarlem, Leyden, Amsterdam, the famous beach of Scheveningen—these are places one would learn to know and love.

Many people, however, will of course prefer on making their first trip to go the regular round. There is a certain advantage in such a course, in that it whets the

appetite for more and leads to another trip the following year.

A few points are worth making in connection with the voyage. It is just as well to travel comfortably. One ought to be sure to get a letter of credit large enough to cover all the expenses of the trip. Some allowance should be made for the unexpected that always happens. The letter of credit is the most convenient form of money. All one has to do is to present it at any one of two hundred banking houses scattered over Europe and to draw out the money desired. Firms not named in the letter will sometimes discount it at a better rate than the regular firm. If one is going to land in England, it is well to have a few sovereigns in one's pocket for immediate use.

A passport is a good thing to have, tho the necessity for its use may not arise. It costs only a dollar and can be obtained of the State Department Passport Bureau, Washington, D. C. The passport is very useful in securing admission to public buildings and private art galleries.

What luggage to take is a matter of great importance. A good American trunk is enough for the things one will not need on the voyage. Articles for immediate use should be carried in a steamer trunk, which will slip under the berth.

Warm clothing is a desideratum in European travel. The nights are apt to be cool even in Italy, while in Germany and England the blazing evenings of our climate are almost unknown.

A valise or a dress suit case is of course a necessity. In general it is not well to attempt to travel with too little luggage. Men will do well, however, not to take much clothing with them, for they can purchase this more cheaply in Great Britain or France than in New York or Boston.

Railway travel abroad is somewhat perplexing to an American. Everywhere you find first, second, and third class, with great differences in rates and conveniences. No one ought to feel that it is beneath his dignity to travel otherwise than first class; in England even prominent people sometimes prefer the third class cabs. On the other hand it is not well to be deluded into the idea that there is an equal amount of comfort in all the cabs. The more you pay, the greater the comfort you get. In going on a long journey, one will generally do better to travel first class, but on a short trip second or even third class is good enough.

There is no checking system for luggage. One has to attend to its shipment more carefully than in this country.

The question of hotels and boarding houses is important. Some people still cherish the delusion that living is cheaper abroad than in the United States. It is not. For the same kind of service you must expect to pay about the same price as here. If you stop at first class hotels, you must calculate upon paying about four dollars a day. On the Continent it is frequently better to engage only a room at the hotel and to get meals at restaurants. The expense under this arrangement may be estimated at about \$2.50 per day. If one is going to be in a city for more than two weeks, it is cheapest and pleasantest to find a good *pension*. The expense in such a house will be about the same as in American boarding houses: i. e., from eight to fifteen dollars per week.

The matter of feeing servants has always caused Americans some perplexity, altho the custom has crept into our large cities to such an extent that we are no longer strangers to it. It is a good rule to accept no service for which you are not willing to pay and to pay for no service which you have not received. Most Americans err on the side of too large tips. In their anxiety not to appear provincial they overdo the business. Very small fees should be given for trifling services. To the waiter ten per cent. of your bill is the safe rule. Where a hotel bill is above two dollars, a percentage of five per cent. suffices. One thing must be especially remembered. If you go to a private house on a visit you are expected by custom to fee the servants.

Sometimes people are deterred from trips they would like to take by the fear that they will get into trouble thru ignorance of foreign languages. The fear is groundless. In almost every hotel of Europe there is some employee who understands English. The Anglo-Saxon is a great traveler and has carried his language everywhere with him. The American does not absolutely need any language but his own.

It is a good thing, however, to brush up one's French before going abroad. English has already become the language of waiters, and hotel clerks, but French is still the medium of conversation among the cultivated classes of the Continent. If one has a good knowledge of the language before going over, one stands a better chance of making pleasant and profitable acquaintance. It is impossible, however, in a brief stay to get such a knowledge of the language. It ordinarily takes about three months of constant association with the members of a French family to get even a passable command of the idiom and to converse freely is a matter of at least a year.

Most teachers who go abroad will not get into any trouble with officials. There is no disposition abroad to annoy well-disposed travelers. Should any difficulty arise, however, remember that the American consul is sent abroad, at least nominally, to protect the interests of American people. Appeal to him for help and in case he does not render it, write letters to the American press demanding that which is a crying need in our government—a consular service free from the domination of politics and filled with capable diplomats.

The Spanish Language.

BY ROBERT BRUCE, New York.

Of all the Latin tongues, Spanish is the purest, for it has taken practically nothing from the barbarian conquerors who overran Spain; and in spite of several centuries of intercourse with foreign peoples, only a limited number of foreign words and phrases have been adopted. Much more Latin than modern Italian, its words are not disfigured either by elisions more or less arbitrary, or by illogical constructions, and its grammatical syntax is strictly laid down. It does not bend itself easily to the caprices of fashion in speaking, or to the whims of writers; and it still remains what the sixteenth century masters made it. Even in the middle ages, the language of poetry was already forming, and required only the necessary span of time to complete and polish it. Spanish literature flourished from that period, and Cervantes found ready to his hand the marvelous instrument which was to create the first masterpiece of distinctively European literature. The most notable feature of the Spanish language is its capability of being a perfect instrument at once for prose and poetry. In this respect it surpasses all other modern forms of speech, ancient Greek alone being comparable with it. It is well adapted to the portrayal of the most vigorous passions, as well as to that of the tenderest sentiments. In prose, as in verse, the language shapes the idea, and as it were, carves and molds it. The great poet, Villegas had already, in 1500, adapted it to every variety of Greek rhythm and meter. Er-cilla, about the same time, wrote his epic "Araucana" in

language as delicate and flexible as his own sword. Quiros, and Cervantes himself, drew partial arabesques which challenge the modern romantic school to equal.

In those times—more glorious perhaps than we readily admit—whether war was carried on against Goth and Vandal, Saracen or king, the romancers sang of everything—a tale of religion or of love, a rustic song, an heroic deed, or a ballad of civil or political history, of noble ladies, provincial rights, liberty, famous palfreys, the Cid Ruy Diaz de Bivar, and Ximena, of Ogier and Durandarte. It was a fine and copious stream of poetry, drawn from the very fountain heads of human life and feeling the heart, the head, and the arm. History lives in ballads—true national history, the progress of civilization, exalted faith, gallantry, chronology, sieges, dynasties, marches and provinces, bishops and clergy, civil rights and canon laws—all these the ballad treats of, and the language allows it. Without a settled language it would have been impossible. We may judge of the literature Spain possessed, in those days when she outshone all the rest of Europe, by the works her people of that era have bequeathed to us. After the resplendent talents and literary greatness of the fifteenth and sixteenth centuries came the wretched, passionless classicists whose productions were poetry and prose more conventional and more regular, swathed in etiquette, stiffened in ceremonial. It no longer attracts by its national vigor; poetical inspiration and originality fade away, authors seek rather to imitate, to draw from Greek and Latin sources. But impotent rules of poetic art can supply only lifeless forms, and, as is always the case where inspiration is wanting, art vainly tries, to support talent. All these works of the decadence have been preserved, however, and they are still admired; the vitality of the language alone has preserved them. Essentially poetic in character, being natively dreamy and contemplative, the Spaniard in all his vicissitudes and defeats still preserves his ancient gravity; and his language is the most solemn as well as the most poetic in Europe.

But aside from the literary merit and subtlety of the Spanish language—and more important still to American students and business men—that tongue competes with English for the mastery of the central zone of the Western Hemisphere. With the single exception of Brazil—which is Portuguese—the language of the South American States is also the dominant language of the West Indies, of Central America and Mexico. These are our neighbors, and they furnish the nearest and most natural markets for our surplus manufactures, as well as being the source of a great many of our importations. For several years prior to the war of 1898, the commercial ties between the United States and the Spanish-speaking peoples of this hemisphere were being drawn closer and closer together. And tho temporarily ruptured by armed and heated conflict, they are rapidly healing; and the acquisition of so much erstwhile Spanish territory to our own national domain, makes a knowledge of the speech of the conquered Dons more and more valuable to our educators and tradespeople.



The Needles and Colorado River.

Courtesy of Atchison, Topeka, and Santa Fe R. R.

National Educational Association

ANNUAL MEETING.

On occasion of the National Educational Association Annual Meeting to be held this year at Los Angeles, California, July 11th to 14th, 1899.

The Pennsylvania Railroad offers the teachers of the country the grandest educational route possible, passing as it does through the richest farming lands of Pennsylvania, along the Banks of the Susquehanna and Juniata Rivers, over the backbone of the Alleghany Mountains, around Horse Shoe Curve, Allegrippus and the Pack Saddle, through Harrisburg, Johnstown, and Pittsburg, affording the opportunity for a night view under the most favorable circumstances of the furnace fires of the iron, steel, and glass works of Pennsylvania, and thence through the great agricultural and manufacturing districts of Ohio, Indiana, and Illinois, to the Chicago and St. Louis gateways, whence branches the gigantic fan of Trunk Lines to the Pacific Coast by Northern, Southern, and Central Routes.

Never was a grander opportunity, than the present, given for Americans to know their own country. The rate being one fare for the round trip, will enable our educators, at half the usual expense in railroad fares, to see for themselves the wonders of the Rocky Mountains, the Great Southwest, Northwest, and Pacific Coast. Denver, Georgetown Loop, Colorado Springs, Manitou, Garden of the Gods, Pike's Peak, Glenwood Springs, Salt Lake City, Sacramento, Los Angeles, and San Francisco, to say nothing of the Grand Canyon of the Arkansas, Albuquerque, Santa Fe, the Arkansas Valley, Kansas City, and St. Louis, or, Portland, Mt. Shasta, Tacoma, Seattle, Spokane, Helena, Butte, St. Paul, and Minneapolis, are to be seen as the tourist may elect, while the wonders of the Yosemite and Yellowstone Park are also possibilities to those who take advantage of this opportunity of a lifetime.

Names and addresses of the Company's District Passenger Agent, to any one of whom persons desiring information may apply:

| | | |
|--|---|---|
| SAM'L CARPENTER, Eastern Pass'r Agent. | W. W. LORD, Jr., Ass't Eastern Pass'r Agent, No. 1196 Broadway, S. E. Cor. 29th St., New York, N. Y. | THOMAS PURDY, Pass'r Agt., Long Branch Dist., No. 789 Broad Street, Newark, N. J. |
| B. P. FRASER, Pass'r Agent Buffalo District, No. 307 Ellicott Sq., Main St., Buffalo, N. Y. | GEO. M. ROBERTS, New England Pass'r Agent, No. 205 Washington St., Boston, Mass. | THOS. E. WATT, Pass'r Agent West District, Cor. Fifth Ave. and Smithfield St., Pittsburg, Pa. |
| J. K. SHOEMAKER, Pass'r Agt Middle Dist. No. 1411 Chestnut St., Philadelphia, Pa. | COLIN STUDDS, Pass'r Agt South-East Dist., 15th and G. Sts., Washington, D. C. | B. COURLAENDER, Jr., Pass'r Agt Baltimore Dist., N. E. Cor. Baltimore & Calvert Sts., Baltimore, Md. |

THE

Pennsylvania Railroad

Has Led and Continues to Lead All Other Transportation Companies

IN THE INTRODUCTION OF MODERN APPLIANCES TENDING TO INCREASE

Comfort, Safety, Luxury, and Speed in Railway Travel.

The introduction of Limited Express Trains.

The introduction of Vestibuled Trains.

The introduction of Stenographers, Electric Lights, Baths, Barbers, Libraries, Ladies' Maids, and movable easy-chairs on Limited Express Trains.

The introduction of Interlocking Switches, the Block-Signal System, and other Safety-securing Apparatus.

The introduction of Stone-ballasted Track and Steel Rails.

The introduction of the method whereby engines can be supplied with water while running at a full rate of speed.

The establishment of a personally-conducted Tourist System for the benefit of the pleasure-seeking public.

The introduction of Chaperons in connection with personally-conducted Tours and Excursions, for the benefit of ladies traveling without escort.

The introduction of the system of elevated stations and double-decked steam-ferry ships, which enable passengers to pass to and from trains and stations above the turmoil of the river-front street traffic, are among the many triumphs of this greatest of public servants.

The opening of a New Passenger Station at the foot of West 23d Street, New York city, together with a Pennsylvania Railroad Cab Service, whereby citizens and visitors have the use of first-class conveyances to and from their residences, hotels, or places of business at reasonable rates, is among their latest accomplishments.

Other Railroad Companies may imitate, may emulate, but none can equal, much less surpass, the perfection of passenger service which has been attained, and is maintained by this greatest of railways.

THE "FOUR-TRACK SERIES."

The New York Central's books of travel. These small books are filled with information regarding the resorts of America, best routes, time required for journey and cost thereof.

Our Illustrated Catalogue, a booklet of 32 pages, 4x8, gives synopsis of contents of each of twenty-five books; this Catalogue sent free to any address, on receipt of a postage stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

DON'T

go to Europe until you have made a trip on the New York Central's "Empire State Express" and seen Niagara Falls. Both can be accomplished in a day, and at the lowest regular rate charged on any railroad in the world.

2 CENTS PER MILE.

For a copy of the "Luxury of Modern Railway Travel" send one 2-cent stamp to George H. Daniels, General Passenger Agent, Grand Central Station, New York.

Los Angeles in July '99

NATIONAL EDUCATIONAL ASSOCIATION MEETING

Low Rates and Luxurious Traveling. With a Choice of Seven Routes Returning Home.

THE MISSOURI PACIFIC RAILWAY will make very low rates, and offers the most attractive route to the teachers and their friends contemplating attending the above meeting. From St. Louis and Kansas City, the pathway to the Golden Gate is via THE MISSOURI PACIFIC RAILWAY, in connection with the SCENIC LINE OF THE WORLD. Denver, Colorado Springs, under the shadows of the Rockies; Manitou, a beautiful mountain resort; Garden of the Gods; Pike's Peak, the Grand Cañon of the Arkansas, Marshall Pass, Glenwood Springs, Salt Lake City with its Mormon Temple and Tabernacle. All of Nature's Marvels of Kansas, Colorado, and Utah are included in this route.

No other route offers such fine opportunities sight-seeing, pleasure, comfort, and general enjoyment for the teachers and their friends. Write for full particulars.

S. H. THOMSON, Central Passenger Agent,
903 Park Building, Pittsburg, Pa.

LOUIS W. EWALD, New England Passenger Agent,
192 Washington St., Boston, Mass.

W. E. HOYT, General Eastern Passenger Agent, 391 Broadway, New York.

H. C. TOWNSEND,
General Passenger and Ticket Agent,

ST. LOUIS, MO.

W. B. DODDRIDGE,
General Manager



The Favorite Route to the

N. E. A.

Conventions.

WEST-BOUND.

Leaves BOSTON daily ex. Sun., via Fitchburg R. R. 9.30 am
 Leaves NEW YORK daily, " West Shore R. R. 12.45 pm
 Arrives CHICAGO " " Wabash R. R. 3.00 pm
 Arrives ST. LOUIS " " Wabash R. R. 6.52 pm

EAST BOUND.

Leaves ST. LOUIS daily, via Wabash R. R. 9.00 am
 Leaves CHICAGO " " Wabash R. R. 12.02 pm
 Arrives NEW YORK " " West Shore R. R. 3.30 pm
 Arrives BOSTON " " Fitchburg R. R. 7.00 pm

See that your tickets read via the popular WEST SHORE ROUTE. You can travel via FAST LIMITED EXPRESS trains, hauling MAGNIFICENT WAGNER DINING and SLEEPING CARS, without change,

BETWEEN BOSTON, NEW YORK,

Albany, Utica, Syracuse, Rochester, Buffalo, Niagara Falls, Erie, Cleveland, Detroit,

CHICAGO and ST. LOUIS,

Connecting in terminal stations with routes for YELLOWSTONE PARK and places of general interest to the tourist

NORTH, WEST AND SOUTHWEST.

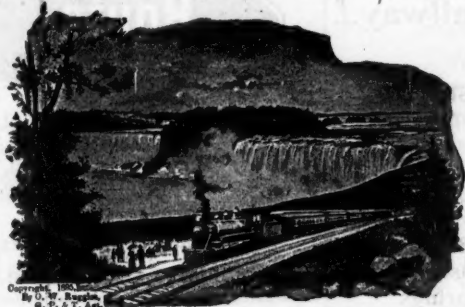
The tourist via the West Shore Railroad will enjoy a transformation scene that no other line affords. Its line offers one grand, ever-enchanting and picturesque panorama—along the historic and majestic Hudson River, skirting the foothills of the Catskill Mountains, through the beautiful Mohawk Valley, with the lofty Adirondacks in the distance, by the Great Cataract of Niagara, bordering on the great lakes of Ontario, Erie and Michigan.

No other route can offer such inducements for comfort and pleasure to the traveler.

C. E. LAMBERT, Gen'l Pass'r Agent, New York, U. S. A.

A
FIRST-CLASS
LINE.FOR
FIRST-CLASS
TRAVEL.Magnificent Wagner, Sleeping, Parlor, and
Library Smoking Cars

UNEXCELLED DINING CAR SERVICE.



Michigan Central Train at Falls View Station.

Teachers, Educators, those planning to attend the N. E. A. Convention, Los Angeles, use the Michigan Central "The Niagara Falls Route." See the Great Cataract and compare its charms with the grandeur of the Rockies. Only MC trains stop at Falls View Station.

O. W. RUGGLES,
G. P. & T. A.,
Chicago.R. H. L'HOMMEDIEU,
Gen'l Supt.,
Detroit.W. H. UNDERWOOD,
G. P. & T. A.,
Buffalo.BEAUTIFUL
WILD FLOWERS

From Yellowstone Park, nicely pressed and mounted, can be obtained by sending your address and FIFTY CENTS to CHAS. S. FEE, Gen'l Pass. Agent, Northern Pacific Railway, St. Paul, Minn.

We have a limited number of books, 6 by 8 inches in size, containing TEN specimens of wild flowers common to the Park. These books are nicely gotten up and in mailing are carefully wrapped so as to avoid injury in the mails.

The flowers are carefully mounted on heavy paper, the freshness of color is well retained, and the common and botanical names are given, together with a brief statement of where each flower may be found.

Two full-page illustrations of Park scenery are given, one of the Excelsior Geyser in eruption, the other of the Lower Fall and Grand Canyon.

These herbariums are precisely alike and make very nice souvenirs of the Park, particularly for those who have visited the Park or those who are interested in botanical studies. Send fifty cents and your address, and be sure and state where the advertisement was seen.

Return from Los Angeles via this route and gather some flowers yourself.

N. E. A. CONVENTION

Los Angeles, Cal., July 11-14, 1899.

THE SANTA FE ROUTE

Is the most comfortable summer route—

It provides the best dining-car and eating house service in the world—

It is 24 to 36 hours shorter to Los Angeles than any other line.

This Route presents scenes of extraordinary interest to the educated traveler, which are fully set forth in the following illustrated descriptive books, mailed free on application:

To California and Back,
176 pp., 176 illustrations.

The Moki Snake Dance,
60 pp., 64 illustrations.

New Mexico Health Resorts,
88 pp., 45 illustrations.

Grand Cañon of Arizona,
82 pp., 16 illustrations.

Las Vegas Hot Springs,
48 pp., 80 illustrations.

Arizona Health Resorts,
84 pp., 27 illustrations.

The summer climate of Southern California is delightful, the midsummer temperature of Los Angeles, San Diego, Coronado, and Santa Barbara, is lower than that of most Eastern cities.

Correspondence solicited. Address General Passenger Office,

THE ATCHISON, TOPEKA & SANTA FE RAILWAY, Chicago.

Finest Roadbed on the Continent.



SPLENDID
DAILY SERVICE

Between
NEW ENGLAND
And the WEST...

The only line running through cars in connection
—WITH THE—

Great 4-Track New York Central,
Lake Shore & Michigan Southern Railroad,
(FAST MAIL ROUTE)
Michigan Central Railroad,
(NIAGARA FALLS ROUTE)
and the "Big Four Route,"

TO
Buffalo, Detroit, Cleveland, Toledo, Chicago,
Indianapolis, Cincinnati, and St. Louis.
Ventilated Sleeping Cars Trains Heated by Steam.

A. S. HANSON, Gen'l Pass. Agt.

Michigan
Resorts

are directly on the
line of the

Grand Rapids and
Indiana Railway...

"The Fishing Line"

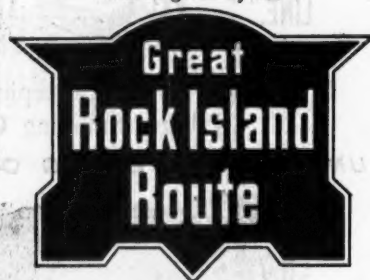
Excellent
Service
To

TRAVERSE CITY
Neahtawanta
Omena
Charlevoix
PETOSKEY
Bay View
Roaring Brook
Wequetonsing
Harbor Springs
Harbor Point
Oden
MACKINAC ISLAND
Upper Peninsula
Points

"Michigan in Summer," a beautiful,
illustrated pamphlet, descriptive of the
above resorts and how to get there may be
had upon addressing

C. L. LOCKWOOD, G. P. & T. A.
Grand Rapids, Mich.

Greatly Reduced Rates
to the N. E. A. Meeting
will be given by the



THIS IS THE BEST LINE
And has many features that will commend
themselves to the Teacher Tourist, among
which is the system of

Rock Island

Personally conducted Tourist Excursions.

Boston to Pacific Coast,
Concerning which you should ask information

If you are going to

LOS ANGELES,

write now for the beautiful book,

"The '99 N. E. A.,"

which covers the trip fully, gives complete
details as to rates, tickets, privileges, side
trips, and other things connected with the
journey, and of which the intending excursionist should have early knowledge.

Address

CHAS. KENNEDY, G. E. P. A.
308 Broadway, New York.

JNO. SEBASTIAN, G. P. A., Chicago.



Los Angeles

WE wish to impress on the minds of teachers and their friends that in going to the Los Angeles meeting, the cost will not be greater to travel over the best route from the East. Experienced travelers use the Lake Shore and Michigan Southern Ry. It has a very large patronage from the best class of people. You will travel comfortably. The equipment, road-bed and tracks are maintained in perfect condition. The trains ride at a perfect balance, true and easily.

Our route traverses the richest, most populous and interesting portion of the Middle States, with such cities as Buffalo, Erie, Cleveland, Toledo, etc., to Chicago, and along the south shore of Lake Erie of which there are many beautiful views.

The basis of fare is

HALF RATES

with \$2.00 added account membership fee.

"A Book of Trains" explaining our service and route sent free to any address and any desired information gladly furnished by

A. J. SMITH, Gen. Pass. & Tkt. Agt., Cleveland, Ohio.

HAUNTS IN THE WILD WOODS

AND

Gay Places for Summer Outings.

Either or both, can be found along the lines of the

Chicago,

Milwaukee and

St. Paul R'y

in WISCONSIN, MINNESOTA, NORTHERN MICHIGAN, IOWA, and the DAKOTAS.

Among the many delightful Summer Resorts are DELAVAN, WAUKESHA, OCONOMOWOC, ELKHART LAKE, MARQUETTE, MADISON, KILBOURN, MINOCQUA, STAR LAKE, LAKES OKOBOJI, SPIRIT LAKE, CLEAR LAKE, BIG STONE, FRONTENAC, WHITE BEAR, and LAKE MINNETONKA.

In the north woods of Wisconsin, in the forests of Northern Michigan and Minnesota, and in the far stretches of the Dakotas true sportsmen can fish and hunt to their heart's content.

For pamphlet of "SUMMER TOURS," "FISHING AND HUNTING," apply to nearest ticket agent, or address with two-cent stamp, GEO. H. HEAFFORD, Gen'l Pass. Agent, 555 Old Colony Building, Chicago, Ill.

WHERE TO GO THIS SUMMER

HAVE YOU EVER CONSIDERED THE ADVANTAGES OF A FEW WEEKS AT BAY VIEW, PETOSKEY, CHARLEVOIX, TRAVERSE CITY, OR OTHER NORTHERN MICHIGAN RESORTS? IF NOT YOU SHOULD INVESTIGATE THE MATTER BY WRITING TO THE GEN'L PASS'R AGENT OF THE CHICAGO AND WEST MICHIGAN RAILWAY, AT GRAND RAPIDS, MICH., WHO WILL BE VERY GLAD TO

SEND YOU A FOLDER FULL OF PICTURES AND INFORMATION

P. S.—The Popular Route to the Michigan Resorts is the Chicago and West Michigan Railway—All Ticket Agents sell via this route

GEO. DE HAVEN, Gen'l Pass. Agt.

In Going to the Meeting

of the National Educational Association, to be held at Los Angeles, Cal., in July, 1899, it is natural for one to wish to see the grandest and most impressive scenery en route. This you will do by taking the

Denver and

Rio Grande Railroad

(in one or both directions, as we have two different routes through the mountains). This road traverses over a thousand miles of the Rocky Mountains, and has all of the finest mountain scenery in America on its line.

Write to H. E. TUPPER, General Agent, No. 353 Broadway, N. Y., or S. K. HOOPER, G. P. & T. A., Denver, Colorado, for illustrated pamphlets of the route.

Safety Speed Economy Luxury

ARE ALL SYNONYMOUS WITH



A PEERLESS TRIO OF FAST EXPRESS TRAINS DALY in Each Direction. Up-to-date Equipment and Service. Through Sleeping Car Service to Chicago from Boston *via* Fitchburg and West Shore Roads and from New York *via* both West Shore Road and D. L. & W. R. R.

F. J. MOORE, General Agent, 291 Main St., Buffalo, N. Y.

A. W. JOHNSTON,
General Superintendent.

CLEVELAND, O.

B. F. HORNER,
General Passenger Agent.

TO LOS ANGELES.

Travel with comfort and safety. A tour of the continent is best made over the

Chicago and North-Western Line

Its various sections cover 7997 miles of railway in Illinois, Iowa, Wisconsin, Michigan, Minnesota, Nebraska, North Dakota, South Dakota. All who expect to attend the Convention of the

NATIONAL EDUCATIONAL ASSOCIATION

this summer should travel, at least one way, by this road. It passes through St. Paul, Salt Lake City, Portland, and San Francisco.

One of THE SCHOOL JOURNAL parties will travel by this route.

Address W. B. Kniskern, General Passenger and Ticket Agent, Chicago; or H. A. Gross, General Eastern Agent, 461 Broadway, New York.

Summer Travel Guide.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation in traveling. The NATIONAL EDUCATIONAL ASSOCIATION, which meets this year at Los Angeles, July 11 to 14, will draw together teachers from all parts of the United States. A One Fare Round Trip Rate is made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there. Fuller information concerning delightful vacation outings will be given in future issues of this Special Supplement.

Sketch of Los Angeles.

By J. W. HENRY.

The City of Los Angeles (City of the Angels), where the coming sessions of the National Educational Association are to be held, was founded Sept. 4, 1781, by Spanish soldiers from the San Gabriel Mission. It has grown from an obscure pueblo to a metropolitan city owing to its agreeable climate, fertile soil, admirable location and the persistent advertising of its enterprising people and their faith in its future.

In 1790 the population was 141, consisting of one European, seventy-two Spanish-Americans, seven Indians, twenty-two mulattoes and thirty-nine mestizos. In 1880 the population was 11,000; to-day it is 110,000.

In 1868 the first railroad was built from Los Angeles to the ocean at San Pedro; 1874 the Southern Pacific was built from San Francisco, and in 1885 the Santa Fe was completed; thus giving the city a second transcontinental line, which is not enjoyed by San Francisco. Since then a third line by way of New Orleans has been built, and present indications are that a fourth transcontinental line thru Salt Lake City will soon be built.

Ten years ago there was not a single paved street in Los Angeles; now there are 175 miles of graded and graveled streets, fourteen miles of paved streets, 300 miles of cement sidewalks and 150 miles of sewer, including an outfall sewer to the ocean, a distance of fifteen miles.

The government has appropriated and begun the expenditure of \$2,000,000 on a breakwater at San Pedro—the harbor of Los Angeles—and has also appropriated \$250,000 for an addition to the post office.

Los Angeles is provided with an exceptionally fine street car system, the best of any city of its size in the United States, the total mileage of which is 140 miles, all but ten miles being electric. It was the first city in the United States to run a street car line by electricity.

There are also electric lines to Pasadena, Altadena and Santa Monica, besides numerous steam railway lines to all points.

Los Angeles was one of the first cities to abandon the use of gas for electricity, which was done thirteen years ago. It is peculiarly an electrical city, most of its manufactures being run by electric power, which is furnished by the waterfalls in the mountain range fifteen miles from the city. This promises to be of incalculable benefit to the city and vicinity, as the resource is only slightly developed.

The city is admirably favored for a residence location, being midway between ocean and mountain, about fifteen miles from each, composed of hill and plain, well supplied with picturesque parks. Griffith park, said to be the largest park in the United States, containing over 3,000 acres; while Elysian park contains 600 acres. Thousands of dollars are being spent annually for their improvement.

It has many beautiful homes surrounded by trees and shrubs and plants of every clime, tropic as well as semi-tropic; hedges of calla lilies, immense rose trees, geraniums, fuschias, heliotrope, and smilax covering the side of a house and in bloom during the whole year; immense bananas, ferns, and palms, jasmine, oranges, lemons, and tuberose filling the air with their fragrance; fig, walnut, and pepper trees with their beautiful shade, and all with many more, grown so quickly as to excite great surprise from those who have never lived in a semi-tropical country.

Los Angeles is especially favored by the presence of noted lecturers, musicians, and divines, who come to visit or live in this modern Paradise; while the best theatricals and operas find here ample patronage.

It is an ideal location for a home, where the climate is agreeable, and natural resources for pleasure are varied, and with abundance and variety of fruits and vegetables of all kinds the year round.



Permanent Exhibition of California Products, maintained by the Chamber of Commerce, Los Angeles, Cal. Free to visitors to the city.

SUMMER TRAVEL GUIDE.

Summer Schools.

COLORADO.—State Normal School, Greeley, Col. Summer course in library instruction. Four or five weeks. Address Dr. Z. X. Snyder, Pres.

Denver Normal.—Preparatory School, Denver, Colo. Summer Session, June 12-July 14. Address Fred Dick, Principal.

ILLINOIS.—National Summer School, Armour Institute, Chicago, Ill. Summer Course, June 26-July 8, 1899. Address Ginn & Co., 378-388 Wabash Ave., Chicago, Ill.

Summer School of Pedagogy, University of Illinois. July 20-August 18.

New School of Methods at Chicago, Ill. Courses in music, art, physical culture, pedagogy and philosophy. Address C. C. Birchard, manager, Washington square, New York.

Chicago normal summer school, Normal Park, Chicago. Under the auspices of the Chicago board of education. Three weeks, from July 3-July 21. Twelve departments. Daily practice school. Address E. Benjamin Andrews, superintendent of schools, Chicago, Ill.

American Institute of normal methods, at Evanston, July 18 Aug. 24. Courses in vocal and instrumental music, penmanship and drawing. Address Edgar O. Silver, Boston, Mass.

MASSACHUSETTS.—Amherst College Summer School of Languages. July 10-18. Address L. Sauveur, Ph.D., LL.D., 263 Dearborn avenue, Chicago, Ill.

Harvard Summer School. Courses in Old Testament, church history, and theology. Address Rev. R. S. Morrison, Divinity Secretary, Cambridge, Mass.

Marthas Vineyard Summer Institute, Cottage City, Mass. Opens July 11, 1899. Four and five weeks' courses. Address Wm. A. Mowry, President, Hyde Park, Mass.

The American School of Sloyd. Walter J. Kenyon, Director. Fifth annual session begins July 11, at Marthas Vineyard. Camilla Lies Kenyon, secretary, State Normal School, Lowell, Mass.

MASSACHUSETTS.—American Music Training School. Marblehead, from July 11-28. Address, A. W. Richardson, business manager, Besse Place, Springfield, Mass.

New School of Methods, at Hingham, Mass. Courses in music, art, physical culture, pedagogy, and philosophy. Address C. C. Birchard, manager, Washington square, New York.

Institute of Technology, summer term, Boston, Mass. Courses in mechanical drawing, mathematics, architecture, chemistry, biology, physics, history, modern languages, mechanism, shop work, surveying sanitary science, and practical sanitation. Address H. W. Tyler, secretary, Massachusetts Institute of Technology, Boston, Mass.

Clark University summer school, Worcester, Mass. Courses in psychology, biology, pedagogy and anthropology. Address Louis L. Wilson, clerk of the university.

State normal School summer session at Hyannis, Mass. Tuition free to Massachusetts teachers. Address W. A. Baldwin, Ph. D., Principal.

MAINE.—Fryeburg School of Methods, July 27 to August 10, at Fryeburg. Address Ernst Hamlin Abbott, Manager, Fryeburg, Maine.

NORTH CAROLINA.—Asheville Summer School and Conservatory, Asheville College. Courses in English, biology, mathe-

matics, art, elocution, and music in all of its branches. July 19, August 29. Address George L. Hackney, Secretary, Asheville, N. C.

Teachers' Assembly at Morehead City, N. C. From June 13-18. Address W. T. Whitsett, N. C.

Chicago Normal summer school, under the auspices of the Chicago board of education. From July 3 to July 31. Twelve departments. Daily practice school. Address E. Benjamin Andrews, superintendent Chicago public schools.

NEW YORK.—Cornell University, Ithaca, New York, offers a summer course in nature study. Four weeks beginning July 5. Address College of Agriculture, Ithaca, N. Y.

New York University has issued the announcement of its fifth summer session for teachers and college graduates. Thirty courses are offered in nine different departments. The session will be held at University Heights, New York city, July 10-August 18.

Teachers College, Columbia University.—Summer session begins in July. Address W. H. H. Beebe, Secretary of Columbia University, New York city.

New York University.—Summer courses in psychology, mathematics, chemistry, biology, physics, history, Germanic languages, Latin and Greek, July 10-August 18. Address Marshall S. Brown, New York University, University Heights, New York city.

Chautauqua Summer Schools, at Chautauqua, New York, from July 8 to August 18. One hundred twelve courses are offered under seventy-three instructors.

Saranac Lake.—Courses in art, manual training, and nature study. From June 5 to September 5. Address J. Liberty Tadd, 319 N. 3rd St., Philadelphia, Pa.

Tomlins method of teaching singing. Two courses: (a) development of adult singing voice and art of song interpretation; (b) training of the child voice and music schools. Two weeks in each of the following cities: Buffalo, 145 Park street, July 10-22; Chicago, 40 Randolph street, July 31-Aug. 12; New York, 3 West 18th street, Aug. 14-26; Boston, Aug. 28-Sept. 9. Address William L. Tomlins, 288 West 70th street, New York city.

LONG ISLAND.—American Institute of normal methods at Babylon, July 11-28. Courses in vocal and instrumental music, penmanship and drawing. Address Edgar O. Silver, Boston, Mass.

OHIO.—University of Wooster.—The summer school opens June 19 and closes August 11. Courses in pedagogy, psychology, language, music, art and elocution. Principals, J. H. Dickason and Nelson Sauvain, Wooster, Ohio.

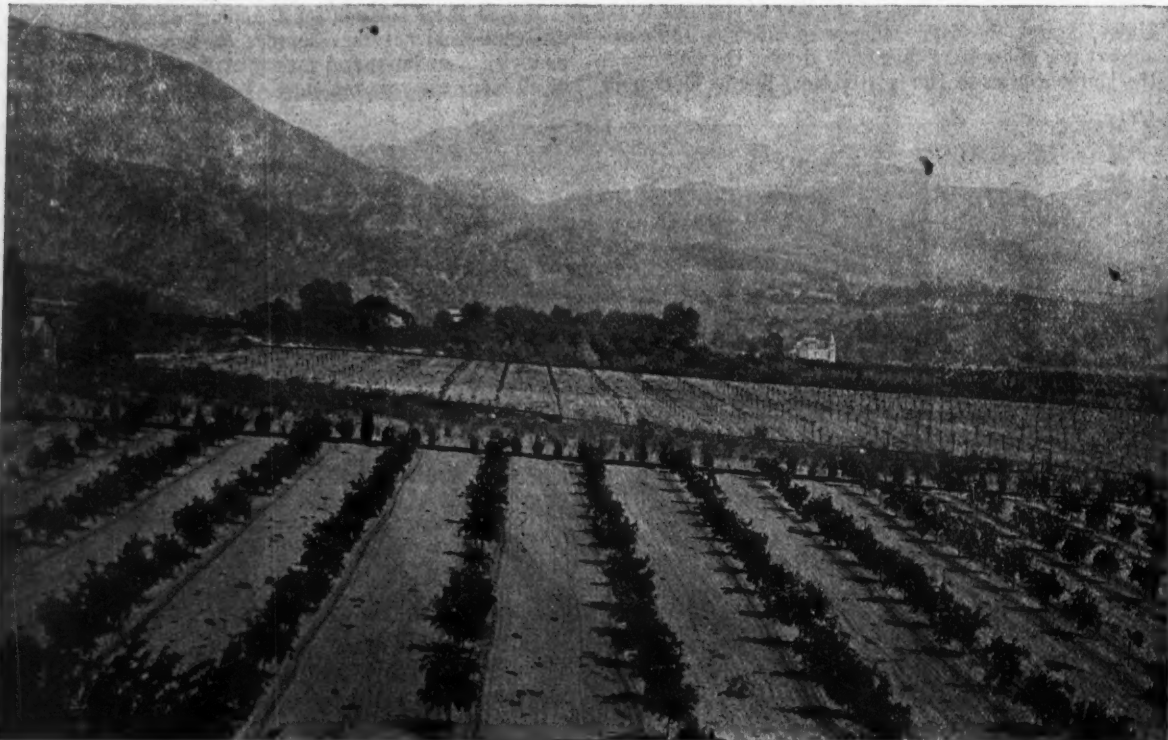
PENNSYLVANIA.—Lehigh University, South Bethlehem Pa., summer schools in chemistry, physics, surveying, mathematics, English, history, political economy, ancient and modern languages. From four to six weeks, beginning July 6. Address, secretary of the university.

EUROPEAN SUMMER SCHOOLS.

GERMANY.—Holiday course of lectures in Greifswald. July 10-20. One course in Pedagogy intended particularly for teachers. Address Ferienkurse, Greifswald, Germany.

Summer courses at the University of Jena. Many American educators attend every year. August 2-22. Address Hugo Weinmann, Secretary, Jena, Germany.

ENGLAND.—Holiday classes at Burlington House, Cambridge, resident branch of University Correspondence college. For four weeks beginning August 1, 1899. Principal, William Briggs; vice-principal, B. J. Hayes.



Young Orange Orchard, Los Angeles, Cal.

National Educational Association

ANNUAL MEETING.

On occasion of the National Educational Association Annual Meeting to be held this year at Los Angeles, California, July 11th to 14th, 1899.

The Pennsylvania Railroad offers the teachers of the country the grandest educational route possible, passing as it does through the richest farming lands of Pennsylvania, along the Banks of the Susquehanna and Juniata Rivers, over the backbone of the Alleghany Mountains, around Horse Shoe Curve, Allegrippus and the Pack Saddle, through Harrisburg, Johnstown, and Pittsburg, affording the opportunity for a night view under the most favorable circumstances of the furnace fires of the iron, steel, and glass works of Pennsylvania, and thence through the great agricultural and manufacturing districts of Ohio, Indiana, and Illinois, to the Chicago and St. Louis gateways, whence branches the gigantic fan of Trunk Lines to the Pacific Coast by Northern, Southern, and Central Routes.

Never was a grander opportunity, than the present, given for Americans to know their own country. The rate being one fare for the round trip, will enable our educators, at half the usual expense in railroad fares, to see for themselves the wonders of the Rocky Mountains, the Great Southwest, Northwest, and Pacific Coast. Denver, Georgetown Loop, Colorado Springs, Manitou, Garden of the Gods, Pike's Peak, Glenwood Springs, Salt Lake City, Sacramento, Los Angeles, and San Francisco, to say nothing of the Grand Canyon of the Arkansas, Albuquerque, Santa Fe, the Arkansas Valley, Kansas City, and St. Louis, or, Portland, Mt. Shasta, Tacoma, Seattle, Spokane, Helena, Butte, St. Paul, and Minneapolis, are to be seen as the tourist may elect, while the wonders of the Yosemite and Yellowstone Park are also possibilities to those who take advantage of this opportunity of a lifetime.

Names and addresses of the Company's District Passenger Agent, to any one of whom persons desiring information may apply:

| | | |
|---|---|---|
| SAM'L CARPENTER, Eastern Pass'r Agent, No. 1196 Broadway, S. E. Cor. 29th St., New York, N. Y. | W. W. LORD, Jr., Ass't Eastern Pass'r Agent, No. 1196 Broadway, S. E. Cor. 29th St., New York, N. Y. | THOMAS PURDY, Pass'r Agt., Long Branch Dist., No. 789 Broad Street, Newark, N. J. |
| B. P. FRASER, Pass'r Agent Buffalo District, No. 307 Ellicott Sq., Main St., Buffalo, N. Y. | GEO. M. ROBERTS, New England Pass'r Agent, No. 205 Washington St., Boston, Mass. | THOS. E. WATT, Pass'r Agent West District, Cor. Fifth Ave. and Smithfield St., Pittsburg, Pa. |
| J. K. SHOEMAKER, Pass'r Agt Middle Dist. No. 1411 Chestnut St., Philadelphia, Pa. | COLIN STUDDS, Pass'r Agt. South-East Dist., 15th and G. Sts., Washington, D. C. | B. COURLAENDER, Jr., Pass'r Agt Baltimore Dist., N. E. Cor. Baltimore & Calvert Sts., Baltimore, Md. |

THE

Pennsylvania Railroad

Has Led and Continues to Lead All Other Transportation Companies

IN THE INTRODUCTION OF MODERN APPLIANCES TENDING TO INCREASE

Comfort, Safety, Luxury, and Speed in Railway Travel.

The introduction of Limited Express Trains.

The introduction of Vestibuled Trains.

The introduction of Stenographers, Electric Lights, Baths, Barbers, Libraries, Ladies' Maids, and movable easy-chairs on Limited Express Trains.

The introduction of Interlocking Switches, the Block-Signal System, and other Safety-securing Apparatus.

The introduction of Stone-ballasted Track and Steel Rails.

The introduction of the method whereby engines can be supplied with water while running at a full rate of speed.

The establishment of a personally-conducted Tourist System for the benefit of the pleasure-seeking public.

The introduction of Chaperons in connection with personally-conducted Tours and Excursions, for the benefit of ladies traveling without escort.

The introduction of the system of elevated stations and double-decked steam-ferry ships, which enable passengers to pass to and from trains and stations above the turmoil of the river-front street traffic, are among the many triumphs of this greatest of public servants.

The opening of a New Passenger Station at the foot of West 23d Street, New York city, together with a Pennsylvania Railroad Cab Service, whereby citizens and visitors have the use of first-class conveyances to and from their residences, hotels, or places of business at reasonable rates, is among their latest accomplishments.

Other Railroad Companies may imitate, may emulate, but none can equal, much less surpass, the perfection of passenger service which has been attained, and is maintained by this greatest of railways.

THE "FOUR-TRACK SERIES."

The New York Central's books of travel. These small books are filled with information regarding the resorts of America, best routes, time required for journey and cost thereof.

Our Illustrated Catalogue, a booklet of 32 pages, 4x8, gives synopsis of contents of each of twenty-five books; this Catalogue sent free to any address, on receipt of a postage stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

DON'T

go to Europe until you have made a trip on the New York Central's "Empire State Express" and seen Niagara Falls. Both can be accomplished in a day, and at the lowest regular rate charged on any railroad in the world,

2 CENTS PER MILE.

For a copy of the "Luxury of Modern Railway Travel" send one 2-cent stamp to George H. Daniels, General Passenger Agent, Grand Central Station, New York.

Los Angeles in July '99

NATIONAL EDUCATIONAL ASSOCIATION MEETING

Low Rates and Luxurious Traveling. With a Choice of Seven Routes Returning Home.

THE MISSOURI PACIFIC RAILWAY will make very low rates, and offers the most attractive route to the teachers and their friends contemplating attending the above meeting. From St. Louis and Kansas City, the pathway to the Golden Gate is via THE MISSOURI PACIFIC RAILWAY, in connection with the SCENIC LINE OF THE WORLD. Denver, Colorado Springs, under the shadows of the Rockies; Manitou, a beautiful mountain resort; Garden of the Gods; Pike's Peak, the Grand Cañon of the Arkansas, Marshall Pass, Glenwood Springs, Salt Lake City with its Mormon Temple and Tabernacle. All of Nature's Marvels of Kansas, Colorado, and Utah are included in this route.

No other route offers such fine opportunities sight-seeing, pleasure, comfort, and general enjoyment for the teachers and their friends. Write for full particulars.

S. H. THOMSON, Central Passenger Agent,
905 Park Building, Pittsburg, Pa.

LOUIS W. EWALD, New England Passenger Agent,
192 Washington St., Boston, Mass.

W. E. HOYT, General Eastern Passenger Agent, 391 Broadway, New York.

H. C. TOWNSEND,
General Passenger and Ticket Agent,

ST. LOUIS, MO.

W. B. DODDRIDGE,
General Manager



The Favorite Route to the

N. E. A.

Conventions.

WEST-BOUND.

Leaves BOSTON daily ex. Sun., via Fitchburg R. R. 9.30 am
 Leaves NEW YORK daily, " West Shore R. R. 12.45 pm
 Arrives CHICAGO " " Wabash R. R. 3.00 pm
 Arrives ST. LOUIS " " Wabash R. R. 6.52 pm

EAST BOUND.

Leaves ST. LOUIS daily, via Wabash R. R. 9.00 am
 Leaves CHICAGO " " Wabash R. R. 12.02 pm
 Arrives NEW YORK " " West Shore R. R. 3.30 pm
 Arrives BOSTON " " Fitchburg R. R. 7.00 pm

See that your tickets read via the popular WEST SHORE ROUTE. You can travel via FAST LIMITED EXPRESS trains, hauling MAGNIFICENT WAGNER DINING and SLEEPING CARS, without change,

BETWEEN BOSTON, NEW YORK,

Albany, Utica, Syracuse, Rochester, Buffalo, Niagara Falls, Erie, Cleveland, Detroit,

CHICAGO and ST. LOUIS,

Connecting in terminal stations with routes for YELLOWSTONE PARK and places of general interest to the tourist
 NORTH, WEST AND SOUTHWEST.

The tourist via the West Shore Railroad will enjoy a transformation scene that no other line affords. Its line offers one grand, ever-enchanting and picturesque panorama—along the historic and majestic Hudson River, skirting the foothills of the Catskill Mountains, through the beautiful Mohawk Valley, with the lofty Adirondacks in the distance, by the Great Cataract of Niagara, bordering on the great lakes of Ontario, Erie and Michigan.

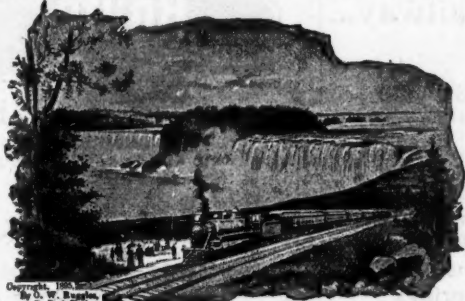
No other route can offer such inducements for comfort and pleasure to the traveler.

C. E. LAMBERT, Gen'l Pass'r Agent, New York, U. S. A.



Magnificent Wagner, Sleeping, Parlor, and
 Library Smoking Cars

UNEXCELLED DINING CAR SERVICE.



Michigan Central Train at Falls View Station.

Teachers, Educators, those planning to attend the N. E. A. Convention, Los Angeles, use the Michigan Central "The Niagara Falls Route." See the Great Cataract and compare its charms with the grandeur of the Rockies. Only MC trains stop at Falls View Station.

O. W. ROGERS,
 G. P. & T. A.,
 Chicago.

R. H. L'HOMMEDIEU,
 Gen'l Supt.,
 Detroit.

W. H. UNDERWOOD,
 G. P. & T. A.,
 Buffalo.

A Great Trip.

HAVE you teachers who have really made up your minds to use the Shasta-Northern Pacific Route home from the Los Angeles N. E. A. actually an idea of what a trip that is going to be? I am going to hint at a few things in connection with it. And I shall not refer to Yellowstone Park at all—there is so much else.

At San Francisco, for most of you will stop to see that wonderful city a day or two, you will be somewhat fatigued after sight seeing. You leave that city in the evening and after a most refreshing night's sleep, morning will find you alongside the beautiful Sacramento river. From there until well over into Oregon you will be filled with "the thirst of the human heart for the beauty of God's working" as Ruskin puts it. The great mountains with glorious Shasta at the head of the procession come and go; Castle Crags tower aloft in silent grandeur; Shasta Springs quenches your thirst; the Siskiyou range and Rogue River Valley overpower you. Another night and you are in Portland over which beautiful Mts. Hood and St. Helens watch untiringly. Then comes the Puget Sound country with its beautiful bays, great cities, wonderful forests, giant mountains, Rainier, the greatest Captain of all rising like a huge chunk of white marble toward heaven.

What a historic region this! For a hundred years the nations were fighting to obtain possession of this old Oregon country. Exploration, diplomacy, emigration, politics were worked for all they were worth to this end and at last the United States got it. Study your geographies and read your histories and see what a land of romance and resources it is.

Grant, Sheridan, Crook and other great generals fought Indians there, in the early days. Now the railways traverse it and steam craft ply upon its bays and rivers.

Eastward from the Sound country lies an empire—a big one. Washington, Montana, North Dakota, Minnesota with their great fruit ranches, mountains filled with gold, fields of grain, and rivers and lakes, are also full of interesting historic incidents. Hennepin, Pike, Lewis and Clark, Nicollet, Schoolcraft and others have left their impress here.

But, send Chas. S. Fee, G. P. & T. A., Northern Pacific Railway, St. Paul, Minn., six cents for Wonderland '99, and you will learn more about it than can be told here. For rates, etc., address

W. F. MERSHON, - 319 Broadway, New York City.

N. E. A. CONVENTION

Los Angeles, Cal., July 11-14, 1899.

THE SANTA FE ROUTE

Is the most comfortable summer route—

It provides the best dining-car and eating house service in the world—

It is 24 to 36 hours shorter to Los Angeles than any other line.

This Route presents scenes of extraordinary interest to the educated traveler, which are fully set forth in the following illustrated descriptive books, mailed free on application:

To California and Back,
176 pp., 176 illustrations.

The Moki Snake Dance,
60 pp., 64 illustrations.

New Mexico Health Resorts,
88 pp., 45 illustrations.

Grand Cañon of Arizona,
82 pp., 15 illustrations.

Las Vegas Hot Springs,
48 pp., 39 illustrations.

Arizona Health Resorts,
84 pp., 27 illustrations.

The summer climate of Southern California is delightful, the midsummer temperature of Los Angeles, San Diego, Coronado, and Santa Barbara, is lower than that of most Eastern cities.

Correspondence solicited. Address General Passenger Office,

THE ATCHISON, TOPEKA & SANTA FE RAILWAY, Chicago.

Finest Roadbed on the Continent.



**SPLENDID
DAILY SERVICE**

Between

**NEW ENGLAND
And the WEST...**

The only line running through cars in connection
—WITH THE—

Great 4-Track New York Central,
Lake Shore & Michigan Southern Railroad,
(FAST MAIL ROUTE)

Michigan Central Railroad,
(NIAGARA FALLS ROUTE)
and the "Big Four Route,"

TO

Buffalo, Detroit, Cleveland, Toledo, Chicago,
Indianapolis, Cincinnati, and St. Louis.

Vestibuled Sleeping Cars Trains Heated by Steam.

A. S. ANSON, Gen'l Pass. Agt.

Michigan Resorts

are directly on the
line of the

**Grand Rapids and
Indiana Railway...**

"The Fishing Line"

**Excellent
Service
To**

TRAVERSE CITY
Neahtawanta
Omena
Charlevoix
PETOSKEY
Bay View
Roaring Brook
Wequetonsing
Harbor Springs
Harbor Point
Oden
MACKINAC ISLAND
Upper Peninsula
Points

"Michigan in Summer," a beautiful,
illustrated pamphlet, descriptive of the
above resorts and how to get there may be
had upon addressing

C. L. LOCKWOOD, G. P. & T. A.
Grand Rapids, Mich.

**Greatly Reduced Rates
to the N. E. A. Meeting**
will be given by the



THIS IS THE BEST LINE
And has many features that will commend
themselves to the Teacher Tourist, among
which is the system of

Rock Island

Personally conducted Tourist Excursions.

Boston to Pacific Coast,
Concerning which you should ask information

If you are going to

LOS ANGELES,

write now for the beautiful book,

"The '99 N. E. A.,"

which covers the trip fully, gives complete
details as to rates, tickets, privileges, side
trips, and other things connected with the
journey, and of which the intending excursionist should have early knowledge.

Address

CHAS. KENNEDY, G. E. P. A.
305 Broadway, New York.

JNO. SEBASTIAN, G. P. A., Chicago.



Los Angeles

WE wish to impress on the minds of teachers and their friends that in going to the Los Angeles meeting, the cost will not be greater to travel over the best route from the East. Experienced travelers use the Lake Shore and Michigan Southern Ry. It has a very large patronage from the best class of people. You will travel comfortably. The equipment, road-bed and tracks are maintained in perfect condition. The trains ride at a perfect balance, true and easily.

Our route traverses the richest, most populous and interesting portion of the Middle States, with such cities as Buffalo, Erie, Cleveland, Toledo, etc., to Chicago, and along the south shore of Lake Erie of which there are many beautiful views.

The basis of fare is

HALF RATES

with \$2.00 added account membership fee.

"A Book of Trains" explaining our service and route sent free to any address and any desired information gladly furnished by

A. J. SMITH, Gen. Pass. & Tkt. Agt., Cleveland, Ohio

HAUNTS IN THE WILD WOODS

AND

Gay Places for Summer Outings.

Either or both, can be found along the lines of the

Chicago,

Milwaukee and

St. Paul R'y

in WISCONSIN, MINNESOTA, NORTHERN MICHIGAN, IOWA, and the DAKOTAS.

Among the many delightful Summer Resorts are DELAVAN, WAUKESHA, OCONO, MOWOC, ELKHART LAKE, MARQUETTE, MADISON, KILBOURN, MINOCQUA, STAR LAKE, LAKES OKOBOJI, SPIRIT LAKE, CLEAR LAKE, BIG STONE, FRONTENAC, WHITE BEAR, and LAKE MINNETONKA.

In the north woods of Wisconsin, in the forests of Northern Michigan and Minnesota, and in the far stretches of the Dakotas true sportsmen can fish and hunt to their heart's content.

For pamphlet of "SUMMER TOURS," "FISHING AND HUNTING," apply to nearest ticket agent, or address with two-cent stamp, GEO. H. HEAFFORD, Gen'l Pass. Agent, 555 Old Colony Building, Chicago, Ill.

WHERE TO GO THIS SUMMER

HAVE YOU EVER CONSIDERED THE ADVANTAGES OF A FEW WEEKS AT BAY VIEW, PETOSKEY, CHARLEVOIX, TRAVERSE CITY, OR OTHER NORTHERN MICHIGAN RESORTS? IF NOT YOU SHOULD INVESTIGATE THE MATTER BY WRITING TO THE GEN'L PASS'R AGENT OF THE CHICAGO AND WEST MICHIGAN RAILWAY, AT GRAND RAPIDS, MICH., WHO WILL BE VERY GLAD TO

SEND YOU A FOLDER FULL OF PICTURES AND INFORMATION

P. S.—The Popular Route to the Michigan Resorts is the Chicago and West Michigan Railway—All Ticket Agents sell via this route

GEO. DE HAVEN, Gen'l Pass. Agt.

In Going to the Meeting

of the National Educational Association, to be held at Los Angeles, Cal., in July, 1899, it is natural for one to wish to see the grandest and most impressive scenery en route. This you will do by taking the

Denver and

Rio Grande Railroad

(in one or both directions, as we have two different routes through the mountains). This road traverses over a thousand miles of the Rocky Mountains, and has all of the finest mountain scenery in America on its line.

Write to H. E. TUPPER, General Agent, No. 353 Broadway, N. Y., or S. K. HOOPER, G. P. & T. A., Denver, Colorado, for illustrated pamphlets of the route.

Safety Speed Economy Luxury

ARE ALL SYNONYMOUS WITH



A PEERLESS TRIO OF FAST EXPRESS TRAINS DAILY in Each Direction. Up-to-date Equipment and Service. Through Sleeping Car Service to Chicago from Boston via Fitchburg and West Shore Roads and from New York via both West Shore Road and D. L. & W. R. R.

F. J. MOORE, General Agent, 291 Main St., Buffalo, N. Y.

A. W. JOHNSTON,
General Superintendent.

CLEVELAND, O.

B. F. HORNER,
General Passenger Agent.

TO LOS ANGELES.

Travel with comfort and safety. A tour of the continent is best made over the

Chicago and North-Western Line

Its various sections cover 7997 miles of railway in Illinois, Iowa, Wisconsin, Michigan, Minnesota, Nebraska, North Dakota, South Dakota. All who expect to attend the Convention of the

NATIONAL EDUCATIONAL ASSOCIATION

this summer should travel, at least one way, by this road. It passes through St. Paul, Salt Lake City, Portland, and San Francisco.

One of THE SCHOOL JOURNAL parties will travel by this route.

Address W. B. Kniskern, General Passenger and Ticket Agent, Chicago; or H. A. Gross, General Eastern Agent, 461 Broadway, New York.

National Educational Association

Los Angeles, Cal., July 11-14, 1899

Executive Committee for 1898-9

E. ORAM LYTE, PRESIDENT, MILLERSVILLE, PA.

JAMES M. GREENWOOD, 1ST VICE PRES'T, KANSAS CITY, MO.

I. C. MCNEILL, TREASURER, WEST SUPERIOR, WIS.

ALBERT G. LANE, CH'N OF TRUSTEES, CHICAGO, ILL.

WM. T. HARRIS, WASHINGTON, D. C.

IRWIN SHEPARD, SECRETARY, WINONA, MINN.

Secretary's Office, Winona, Minn., May 20, 1899

OFFICIAL PROGRAM—BULLETIN, No. 3

The Executive Committee desire to announce the following as the railroad basing rates and ticket conditions for the Los Angeles meeting, July 11-14, 1899, as established by the terminal lines, viz.: the ATCHISON, TOPEKA & SANTA FE RAILWAY SYSTEM and the SOUTHERN PACIFIC COMPANY,—the UNION PACIFIC RAILROAD COMPANY concurring.

BASING RATES AND TICKET CONDITIONS

Rate.—One first class limited fare, plus two dollars membership fee, for the round trip with privilege of diverse routes going and returning via any direct route.

Routes.—An additional charge of \$12.50 will be made for return via Shasta Route and Portland, Ore. for those who reach Los Angeles via El Paso or Deming or Barstow i. e. via Santa Fe or Southern Pacific (Sunset) Routes; and \$17.50 for those reaching Los Angeles via Ogden. This additional charge will return passengers to Houston, Texas, thru Ogden, Texline and Fort Worth, or thru Ogden, Purcell and Fort Worth; to Kansas City or Omaha thru Ogden or any direct line; and to St. Paul via Northern Pacific, Great Northern or Canadian Pacific. Return tickets to or thru Chicago will be honored from St. Paul as if return was made via the Missouri river.

Dates of Sale.—Tickets will be on sale June 25 to July 8, inclusive.

Going Limit.—Passengers must reach Los Angeles not later than July 11.

Return Limit.—The limit of the ticket for return is Sept. 4, 1899.

Stop-Over Privileges.—Stop-overs will be allowed, going, within the transit limit of July 11, and returning, within the final limit, September 4, at any and all points west of and including El Paso, Trinidad, Pueblo, Colorado Springs, and Denver corresponding points on northern trans-continental lines.

Side Trips.—Side trips to San Diego and Santa Barbara may be included in connection with all routes to Los Angeles for an additional rate of three dollars each.

The following table showing basis for rates as tendered by the terminal lines is taken from the Joint Rate Circular issued April 17, 1899 by The Southern Pacific Company, The Santa Fe Railway System and The Union Pacific Railway Company.

TO LOS ANGELES AND RETURN.

| FROM | Via direct lines both ways (with privilege of diverse routes) | Via El Paso or Deming or Barstow one way and via Shasta Route the other | Via Ogden one way and Shasta Route the other |
|--|---|---|--|
| Missouri River points and Columbus, Kan. | \$52.00 | \$64.50 | \$69.50 |
| Houston and Mineola..... | 52.00 | 64.50 | 69.50 |
| Galveston..... | 53.50 | 66.00 | 71.00 |
| New Orleans..... | 59.50 | 72.00 | 77.00 |
| St. Louis..... | 59.50 | 72.00 | 77.00 |
| Chicago..... | 64.50 | 77.00 | 82.00 |
| St. Paul or Mpls. | 59.90 | 72.40 | 77.40 |

RATES OF CONNECTING LINES

The unorganized condition of the WESTERN PASSENGER ASSOCIATION has rendered it impossible to secure associated action by the lines west of Chicago which connect with the terminal lines above noted. Individual action is authorized as follows: (named in order of the dates received.)

The Santa Fe Route authorizes a rate of \$64.50, including membership fee of \$2.00, for the round trip from Chicago, with privilege of returning by any line, excepting that an extra charge of \$12.50 will be made for return via Shasta Route, Portland and the northern lines, as per conditions stated in the basing rates. The \$12.50 is to cover the 1,254 miles from Los Angeles to Portland.

The Chicago, Rock Island & Pacific Ry. authorizes the following: "Our rates for the meeting at Los Angeles will be identical with those offered by any other line. The basis named by the Santa Fe Route and the Southern Pacific Company going and returning via direct lines, viz.: one fare plus \$2.00, will be applied via our route in either or both directions; and the lowest rate named going via direct lines and returning via Portland, viz.: one fare plus \$2.00, with \$12.50 added for return via Portland, will also be applicable via our line thru Ogden in either direction. All other conditions as to dates of sale, limits, etc., will be the same via our line as any other."

Chicago, Milwaukee & St. Paul Ry. announces the following: "One regular first-class limited fare plus \$2.00 for the round trip, going and returning via the direct routes thru Ogden, thru Kansas City, A. T. & S. P. and Barstow or Deming, and thru Kansas City, Ft. Worth and El Paso or going via any of these routes and returning via any other."

"Tickets may be issued one way via Ogden or via Kansas City and Barstow or Deming, or via Kansas City and El Paso, and in the other direction via Sacramento, Shasta Route and Portland, at \$12.50 higher than the rate applying via the direct route."

Chicago & Northwestern Ry. offers rates as follows: "We respectfully give notice that we will adopt and tender for basing purposes to connections same basis of rates, dates of sale, conditions of tickets, etc., as may be applicable via competing routes."

The Chicago & Alton R. R. announces that the rate over that line will be one fare for the round trip added to the basing rates quoted from Kansas City and St. Louis by connecting lines.

The Burlington Route announces: "We will make the same rates via all routes for the N. E. A. Convention as announced by our competitors."

The Denver & Rio Grande, the Rio Grande Western, and the Colorado Midland will join in the rates made by their eastern and western connections.

The Missouri Pacific Ry. announces the following:—"For the N. E. A. meeting our rates will be one first class limited fare plus \$2.00 for round trip going and returning via direct lines to and from Los Angeles. For return via Shasta Route, \$12.50 additional—latter to apply either on tickets going via Ogden or via Southern route."

The Northern Pacific, Great Northern, Canadian Pacific and Soo lines will return parties from Portland, Ore., to St. Paul, Minneapolis, Duluth, Superior, Winnipeg or Chicago without extra charge to those holding tickets for return via Shasta Route and Portland to the points named.

The GREAT NORTHERN and NORTHERN PACIFIC will make a rate of \$59.90, including \$2.00 membership fee, for round trip from St. Paul, Minneapolis, Duluth and Superior to Los Angeles, going and returning thru Portland.

Rates going thru Portland and returning via direct routes to Kansas City or Omaha will be the same as rates going via the Missouri river and returning thru Portland.

The CANADIAN PACIFIC RY. and SOO LINE will grant option of returning via main line thru Glacier, Banff and Calgary or from Revelstoke (two routes) via Arrowhead, Columbia River, rail and steamer to Kootenay Landing, thence rail to Dunmore on main line. Side trips on all branch lines at single fare for the round trip.

The CENTRAL, TRUNK LINE, SOUTHEASTERN and NEW ENGLAND PASSENGER ASSOCIATION, including all territory of the United States south and east of the gateways of the WESTERN PASSENGER ASSOCIATION,—viz. Chicago, Peoria, St. Louis, etc., have granted a rate of one fare for the round trip, plus the \$2.00 membership included in the basing rate, with the same or corresponding dates of sale and ticket conditions as named by the terminal lines.

No deposit of tickets will be required at any stage of the journey. Tickets must, however, be identified and stamped by the Railway Agent in Los Angeles on or before July 15. Railway membership coupons should be exchanged for N. E. A. membership certificates at REGISTRATION HEADQUARTERS, Los Angeles, on or before July 14th.

The Committee believe, considering the extent and scenic character of the territory embraced in the trip, the liberal ticket conditions and stop-over privileges en route and in California, and the extended limit for return, that the rates secured are the most favorable ever granted to any trans-continental convention or to the National Educational Association for any meeting.

CALIFORNIA EXCURSIONS

Yosemite.—Berenda (Southern Pacific Co.) to Yosemite and return including stage, hotels, horses, trails and guides,—four days trip from Berenda, \$41.50; five days trip, \$43.00. Hotel expense for each additional day in the valley, \$2.50. Stop-over privileges at Berenda granted on N. E. A. tickets reading between Los Angeles and San Francisco.

From Los Angeles to Yosemite and return \$55.50 for the four days trip, and \$57.00 for the five days trip from Berenda.

Coast Line between Santa Barbara and Surf.—This delightful rail and stage trip along the coast may be taken by surrendering coupon reading from Los Angeles to San Francisco and paying \$10.00 additional. This route includes visit to Camulos (the home of Ramona), Santa Barbara, San Luis Obispo, Paso Robles, Monterey (Hotel del Monte), Pacific Grove (Chautauqua and summer schools), Santa Cruz (The Big Trees), San Jose (State Normal School), Palo Alto (Leland Stanford, Jr., University), and other intermediate points. This trip may be taken in reverse at same rate, by exchanging tickets at San Francisco.

Mount Hamilton.—A round trip rate of \$3.00 is granted to holders of N. E. A. tickets for the stage line ride from San Jose to Mount Hamilton and return.

Side Trips from San Francisco.—Round trip tickets good for ten days with stop-over privileges, will be placed on sale about July 15, at following rates: San Francisco to Monterey and Pacific Grove, \$4.00; to Monterey, Pacific Grove and Santa Cruz, \$5.00; to Monterey and Hotel del Monte, including two days' stay at the hotel and carriage ride over the Bighten Mile Drive, \$11.25. One-day excursion rates to the same points will be about 25 per cent. less.

Hotel del Monte.—Manager Schonewald, of the famous HOTEL DEL MONTE, has granted a rate of \$8.00 per day (baths extra) to all holders of N. E. A. tickets.

Pacific Grove.—Situated on the Bay of Monterey, among the pines—near old Monterey and the Hotel del Monte—the Chautauqua of the Pacific Coast. A Summer School of Biology will be in session during the month of July, under the auspices of the Leland Stanford, Jr. University. At this delightful place the cost of living is very low.

Commodious tents of one, two or three rooms, with six foot walls, painted floors, and doors provided with lock and key, completely furnished, including spring beds, bedding, cook stoves and utensils for self-boardings, may be rented at rates varying from \$1.00 to \$2.00 per week for each person. Rates by the month are 25 per cent. less. Rates for furnished rooms in cottages are about the same. For particulars address Rev. T. H. Piben, Superintendent of Pacific Grove Retreat Association, Monterey, Cal.

The Grand Canon.—The Santa Fe Route, in addition to free side trips en route to the old city of Santa Fe, and the Hot Springs at Las Vegas, N. Mex., offers a round trip rate from Flagstaff, Arizona, to the Grand Canon of the Colorado for \$10.00 with hotel rates, en route and at the Canon of \$2.50 per day. Rates for excursions to the Moki and other Indian pueblos will be furnished on application.

For members of the N. E. A. not going or returning via Santa Fe route, a rate of \$80.00 from Los Angeles to the Grand Canon and return has been granted with a rate of \$2.50 per day at the Canon hotel.

Yellowstone Park.—The Yellowstone Park may be reached by two routes. First, via the NORTHERN PACIFIC RAILROAD thru Livingston and Cinnabar, thence by stage thru Mammoth Springs. Round trip from Livingston, including hotel accommodations for 5½ days, \$49.50. Second, from Ogden or Pocatello via the OREGON SHORT LINE, and stage from Monida thru the Park, returning via Cinnabar, Livingston and Butte to starting point. Rate, including hotel accommodations in the Park, from Ogden, \$76.75; from Pocatello, \$68.50.

Mexico.—A rate of \$20.00 from San Antonio, Texas, and \$25.00 from Albuquerque, New Mexico or El Paso, Texas, is granted to the City of Mexico and return. Side trips on the MEXICAN CENTRAL RAILWAY will be one cent per mile for holders of N. E. A. tickets.

LOCAL EXCURSIONS

The Southern Pacific Co. offers a large number of local excursions from Los Angeles—a few only are mentioned.

To Old Missions.—San Gabriel, 40 cents; San Fernando, 90 cents; San Buena Ventura, \$3.00; Santa Barbara, \$3.00; Camulos (Home of Ramona), \$1.95.

To the Sea Beaches.—San Pedro, Long Beach, Santa Monica, 50 cents each.

The trip over what is known as the "Inside Track," is offered for \$2.75 and includes San Gabriel, Pomona, Ontario, Colton, Riverside, Redlands, San Bernardino and other points.

Mission, Sea Side, Orange Belt Tour, including Redlands, Crafton (Old Mission), San Bernardino, Riverside, Cucamonga (vineyards), Ontario, Chino, Pomona, San Gabriel (Old Mission), Pasadena, Santa Paula, Buena Ventura (Old Mission), Santa Barbara and return to Los Angeles, \$5.75.

The Southern California Ry. (Santa Fe Route.) will make special excursion rates to all points on that line to N. E. A. members with stop-over privileges at any point within the ten-day limit of the ticket.

A Combination Trip including Pasadena, Santa Anita (Baldwin's Ranch), North Ontario, Claremont (Pomona College), San Bernardino, Redlands, Highlands, Riverside, Corona, Santa Ana, San Juan Capistrano (Capistrano Mission), Ocean Side (San Luis Rey Mission), San Diego (San Diego Mission and Coronado Beach), and return \$5.75.

To San Diego and return direct, \$3.00.

To San Juan Capistrano and return direct, \$2.00.

Manager Babcock of the HOTEL DEL CORONADO, San Diego has tendered a rate during July and August to members only of \$3.00 per day, and, by the week, of \$2.50 per day.

The Kite-Shaped Track Trip is offered at \$2.75 including Pasadena, Santa Anita (Baldwin's Ranch), San Bernardino, Redlands, Riverside, Casa Blanca, Anaheim, La Miranda, and other points.

To Santa Monica or Redondo Beach and return, 50 cents.

Proprietor H. K. Warner, of the beautiful REDONDO BEACH HOTEL, offers special rates to N. E. A. members during and after the convention.

Santa Catalina Island and the city of Avalon, situated twenty miles at sea, furnish excellent facilities for camping, fishing, yachting and sea bathing. Round trip \$2.50.

Mount Lowe.—Reached by one of the finest electric incline railways in the world. This trip includes a visit to Rubio Canon, Echo Mountain and the Echo Mountain House, Lowe Observatory, Mount Lowe Springs, Ye Alpine Tavern, etc.

Special rates will be made to N. E. A. members at Mount Lowe hotels. During the convention early morning trains will leave Alpine and Echo Mountain arriving in Los Angeles in time for the opening of each session. Round trip from Los Angeles, \$2.00. Round trip, including supper, lodging and breakfast, \$3.75. Round trip including one full day's board, \$4.25. Rates by the week \$12.50 and upward with rebate of transportation from Altadena.

Santa Barbara.—The citizens of this city, famous for its flowers and beautiful drives, are arranging a two days entertainment, the first to be Mission Day when the large and still occupied mission will be visited; the second day will be devoted to drives and other features, closing with a Water Carnival in the evening.

Riverside, Santa Ana, Santa Paula, Covina, Ontario, Pomona, and other cities of the San Gabriel Valley are arranging programs for the reception and entertainment of the members. It is probable that all these receptions will occur during the week following the close of the Convention.

Fresno.—The Chamber of Commerce of Fresno, with other local commercial bodies, are making arrangements to entertain the N. E. A. members who may desire to stop en route to or from the Convention. For particulars apply to W. B. Bennett, Secretary, Fresno Chamber of Commerce.

Pasadena.—This city thru its Board of Trade (Mr. Theodore Coleman, Secretary) will cooperate with the Local Executive Committee at Los Angeles in entertaining N. E. A. members during and after the Convention.

A great variety of other excursions will be offered to the many seaside and mountain resorts in the vicinity of Los Angeles.

Colorado Springs, Colo.—The Chamber of Commerce invite those visiting that city enroute to make their reception rooms headquarters. A bureau of information will be maintained free of charge and every possible courtesy and assistance will be extended. Mr. Gilbert McClurg, Secretary of the Chamber of Commerce, will be pleased to answer all letters of inquiry regarding local accommodations and excursions.

The Cog Wheel Route to the summit of Pike's Peak, Colo., announces special rates to parties if early application is made to C. W. Sells, Manager, Manitou, Colo.

Headquarters.—The National Executive Committee will have its headquarters at the HOTEL WESTMINSTER, and here also will be located the headquarters of the Illinois, Kansas, New York, New England, Michigan, Colorado, Missouri, Minnesota, Wisconsin, Nebraska, South Dakota and other state delegations.

Ohio will have headquarters at THE HOLLENBECK; the Kindergarten Department at THE BELLEVUE TERRACE; Teachers' Alumni, at THE VAN NUYS ANNEX; the National Council, at ARBOTSFORD INN. The teachers of the State of California will keep open house in the Ladies' Parlor and adjoining rooms of the HOTEL VAN NUYS.

Large and commodious rooms will be provided for the Registration Headquarters, Association Post Office, Telegraph Office, Railway Office and Bureau of Information.

Hotels.—Among the leading hotels of the city are the following:

THE WESTMINSTER, (Headquarters), 275 rooms, European plan, \$1.00 to \$4.00 per day; American plan, \$2.50 to \$6.00; parlors, \$3.00 to \$10.00.

HOTEL VAN NUYS and ANNEX, with combined capacity of 300 rooms, prices for rooms range from \$1.00 to \$8.00 per day; parlors \$6.00 to \$10.00 per day; American plan, \$2.50 to \$6.00 per day.

HOTEL ROSSLYN—140 rooms, per day \$1.00 and upward; American plan \$2.00 per day and upward; parlors, \$3.00 to \$5.00 per day.

THE HOLLENBECK—220 rooms, per day \$1.00 and upward; American plan \$2.50 and upward.

THE NADDAU—200 rooms, day rate \$1.00 and upward; American plan \$2.50 and upward.

THE NATICK HOUSE—150 rooms; American plan \$1.25 to \$2.00.

THE VINCENT—50 rooms; European plan by day 75 cents and upward.

THE CALIFORNIA—40 rooms, by day 50 cents to \$1.00; American plan \$2.00 per day.

ARBOTSFORD INN—100 rooms; American plan \$1.50 and upward.

THE BRUNSWICK—40 rooms, by day 50 cents to \$1.50.

THE MELROSE—50 rooms, by day 75 cents to \$2.00.

THE LINCOLN—60 rooms; American plan \$1.50 to \$2.50.

Besides the above mentioned, there are 20 or 30 first-class family hotels, with rates ranging from \$5.00 to \$12.00 per week, and between 150 and 200 first-class rooming houses. The prices at the latter are from 50 cents to \$1.50 a day with reductions by week or month. The European plan is preferred on the Pacific coast. This enables the visitor to get meals independent of lodging.

Restaurants are numerous and excellent, where meals are served from 15c to \$1.00 each. Fresh sea fish and game can always be had at all places.

The Hotel Westminster, (Headquarters), has reserved a series of the best rooms and suites on the second floor (Nos. 27-32 inclusive) as parlors for state headquarters. These rooms are offered at rates ranging from \$5.00 to \$10.00 per day. The rooms may be occupied for sleeping without extra charge except payment of \$2.50 per day for table board for each person. These rates are unusually low, considering the accommodations, and should lead to the establishing of headquarters by a large number of the states. Immediate application should be made.

Other hotels near the Westminster offer rooms for headquarters at rates varying from \$3.00 to \$10.00 per day.

THE LOCAL ORGANIZATION AT LOS ANGELES

The following are the Local Committees appointed by concurrent action of the Los Angeles Chamber of Commerce, the Board of Trade, the Merchants' and Manufacturers' Association and the Board of Education.

LOCAL EXECUTIVE COMMITTEE.

F. Q. STORY, Chairman.

Members: F. Q. STORY, CHARLES SILENT, B. E. HOWARD, representing the Chamber of Commerce.
GEN'L JOHN R. MATHEWS, C. B. BOOTHE, representing the Board of Trade.

H. R. FRANK, H. P. ANDERSON, representing the Merchants and Manufacturers' Association.

C. C. DAVIS, J. A. FOSHAY, representing the Board of Education.

H. W. FRANK, Treasurer.

FRANK WIGGINS, Secretary.

The following are the names of the respective chairmen of the various sub-committees:

Committee on Finance—CHARLES SILENT.

Committee on Hotels and Accommodations—H. P. ANDERSON.

Committee on Halls—GEN'L J. R. MATHEWS.

Committee on Music—REV. BURT ESTES HOWARD.

Committee on Railway Excursions—C. B. BOOTHE.

Committee on Printing and Badges—C. C. DAVIS.

Committee on Advance Membership—J. A. FOSHAY.

Committee on Reception—F. Q. STORY.

Committee on School Appliances—E. T. PIERCE.

Committee on Exhibit of School Work—W. H. HOOSE.

Committee on Publicity—ABBOT KINNEY.

Committee on Entertainment—F. K. RULE.

Committee on Promotion of State Interests—ELMER E. BROWN.

In addition to the usual financial and other guarantees the Executive Committee have received from various sources the most gratifying assurances that all citizens and teachers throughout California will unite in giving the Association a welcome not less cordial and generous than that enjoyed in 1888 at San Francisco.

Emulating the record of 1888, when 4,287 members joined the Association from California alone, the authorities at Los Angeles have pledged a State membership for the current year of 5,000 members, and have already secured the advance pledges of a large proportion of that number.

COMPLETE AND CORRECTED LIST OF STATE DIRECTORS AND MANAGERS FOR 1898-99

In all cases State Directors will act as Managers in organizing for the Los Angeles meeting, unless, by their request, others are appointed.

NORTH ATLANTIC DIVISION.

JOHN S. LOCKE—President York Institute.....Saco, Maine.
CHANNING FOLSON—State Sup't Pub. Instruction...Dover, N. H.
MASON S. STONE—State Sup't Pub. Instruction.....Montpelier, Vt.
WILL S. MONROE—State Normal School.....Westfield, Mass.
H. S. TARBELL—Superintendent of Schools.....Providence, R. I.
GEO. E. CHURCH, (State Mgr)—Prin'l Gram'r Sch'l, Providence, R. I.
F. E. HOWARD—Supervisor of Music.....Bridgeport, Conn.
A. S. DOWNING—Prin'l Tr. Sch., Henry and Oliver sts.....New York City.
JAMES M. GREEN—State Normal School.....Trenton, N. J.

SOUTH ATLANTIC DIVISION.

GEORGE HOWELL—Superintendent of Schools.....Scranton, Pa.
S. T. SKIDMORE, (Dist. Mgr)—Normal School.....Philadelphia, Pa.
H. W. FISHER, (Dist. Mgr)—Supervisor W'd Sch'l's, Pittsburgh, Pa.
A. H. BERLIN—Principal High School.....Wilmington, Del.
JOHN D. WORTHINGTON—Sup't of Co. Schools.....Belair, Md.
W. B. POWELL—Superintendent of Schools.....Washington, D. C.
WILLIAM F. FOX—Superintendent of Schools.....Richmond, Va.
J. N. DEAN—Columbia University, (Direct. for W. Va.) New York City.
G. A. GRIMLEY—Superintendent of Schools.....Greensboro, N. C.
J. FRANK FOOSHE—Superintendent of Schools.....Winnaboro, S. C.
L. W. BUCHHOLZ—Sup't of Pub. Instruction.....Tampa, Fla.

SOUTH CENTRAL DIVISION.

W. H. BARTHOLOMEW—Prin'l Girls' High School.....Louisville, Ky.
H. C. WEBER—Superintendent of Schools.....Nashville, Tenn.
W. F. SLATON—Superintendent of Schools.....Atlanta, Ga.
JOHN D. YERBY—Superintendent of Schools.....Mobile, Ala.
B. E. BASS—Superintendent of Schools.....Greenville, Miss.
WARREN EASTON—Superintendent of Schools.....New Orleans, La.
O. H. COOPER—High School.....Carthage, Texas.
DAVID R. BOYD—Pres't Univ. of Oklahoma.....Norman, Okla.
J. L. HOLLOWAY—Superintendent of Schools.....Fort Smith, Ark.
W. A. CALDWELL—Teacher of Natural Science.....Muskogee, I. T.

NORTH CENTRAL DIVISION.

C. W. BENNETT—Superintendent of Schools.....Piqua, Ohio.
DAVID K. GOSS—Superintendent of Schools.....Indianapolis, Ind.
W. R. SNYDER, (State Mgr)—Sup't of Schools.....Muncie, Ind.
E. A. GASTMAN—Superintendent of Schools.....Decatur, Ill.
H. R. PATTENOLL—Editor "School Moderator".....Lansing, Mich.
L. D. HARVEY—State Sup't Pub. Instruction.....Madison, Wis.
W. M. BEARDSHEAR—Pres't Iowa State College.....Ames, Iowa.
GEORGE B. AITON—State Insp'r High Schools.....Minneapolis, Minn.
P. V. HUBBARD, (State Mgr)—Sup't of Schools.....Red Wing, Minn.
JOHN R. KIRK—State Sup't Pub. Schools.....Jefferson City, Mo.
GEO. T. MURPHY, (St. Mgr)—Ass't Sup't Schools.....St. Louis, Mo.
W. L. STOCKWELL—Superintendent of Schools.....Grafton, N. D.
W. S. HOOVER, (State Mgr)—Sup't of Schools.....Park River, N. D.
FRANK CRANE—Ex-Sup't Pub. Instruction.....Watertown, S. D.
CARROLL G. PEARSE—Superintendent of Schools.....Omaha, Neb.
FRANK R. DYER—Superintendent of Schools.....Wichita, Kan.

WESTERN DIVISION.

J. P. HENDRICKS—Superintendent of Schools.....Butte, Mont.
ESTELLE REEL—Sup't of Indian Schools, (Direct. for Wyo.) Wash., D. C.
L. C. GREENLEE—Sup't of Schools, Dist. No. 2.....Denver, Colo.
MRS. B. R. JACKSON—Member Examining Board.....Silver City, N. M.
F. S. HAFORD—Superintendent of Schools.....Jerome, Ariz.
J. M. TANNER—Pres't Agricultural College.....Logan, Utah.
J. E. STUBBS—Pres't State University.....Reno, Nev.
J. C. BLACK—Pres't State Normal School.....Albion, Idaho.
O. C. WHITNEY—Principal Bryant School.....Tacoma, Wash.
J. H. ACKERMAN—State Sup't Pub. Instruction.....Portland, Ore.
ELMER E. BROWN—University of California.....Berkeley, Cal.
R. H. WEBSTER, (Dist. Mgr)—Sup't of Schools.....San Francisco, Cal.
JAMES A. BARR, (Dist. Mgr)—Sup't of Schools.....Stockton, Cal.
JAMES A. FOSHAY, (Dist. Mgr)—Sup't of Schools.....Los Angeles, Cal.

PROGRAMS

GENERAL SESSIONS

The annual meeting of the Board of Directors will occur at 12:00 m., Tuesday, July 11th.

All General Sessions will be held in HAZARD'S PAVILION except that one of the two sessions on Thursday morning will be held in SIMPSON TABERNACLE.

TUESDAY AFTERNOON, JULY 11TH—OPENING SESSION

3:00 o'clock.

Meeting called to order by Chairman of the Local Executive Committee, HON. F. Q. STORY, Los Angeles, Cal.

Prayer.

Music.

Addresses of Welcome (30 minutes)—

HIS EXCELLENCY, HENRY T. GAGE, Governor of California, on behalf of the State.

HON. THOS. J. KIRK, State Superintendent of Public Instruction, on behalf of the educational interests of the State.

HON. FRED EATON, Mayor of Los Angeles, on behalf of the Municipality.

J. A. FOSHAY, Superintendent of Los Angeles Schools, on behalf of the educational interests of the City.

Responses (30 minutes)—

N. C. DOUGHERTY, Superintendent of Schools, Peoria, Ill.

DR. EMERSON E. WHITE, Columbus, Ohio.

J. H. PHILLIPS, Superintendent of Schools, Birmingham, Ala.

Music.

President's Address (30 minutes)—

What Education has not accomplished. ELIPHALET ORAM LITTLE, Principal First Pennsylvania State Normal School, Millersville, Pa.

Appointment of Committee on Resolutions.

Active Members will meet at their respective State Headquarters at 5:30 p. m., Tuesday, July 11th, to select nominees for the general Nominating Committee.

Music.

TUESDAY EVENING, JULY 11TH

8:00 o'clock.

Music.

Address (40 minutes). An educational policy for our new possessions. DR. WILLIAM T. HARRIS, U. S. Commissioner of Education, Washington, D. C.

Address (30 minutes). A history of the schools of Hawaii. MRS. EMMA L. DILLINGHAM, Honolulu, Hawaii.

Address (20 minutes). The educational problem in Hawaii. HENRY S. TOWNSEND, Inspector General of Schools of Hawaii.

WEDNESDAY MORNING, JULY 12TH

9:30 o'clock.

Prayer.

Music.

Address (20 minutes). Fundamentals in teaching. HON. L. D. HARVEY, Superintendent of Public Instruction, Wisconsin.

Address (20 minutes).—*Quo Vadimus?* MRS. HELEN GREENFELL, State Superintendent of Public Instruction, Colorado.

Address (20 minutes). The average scholarship of the average pupil. FRANK RISLER, Superintendent of Schools, Portland, Ore.

Address (20 minutes). Fatigue among school children. WILL S. MONROE, State Normal School, Westfield, Mass.

Address (30 minutes). The United States' exhibit at Paris. HOWARD J. ROGERS, Director of Education and Social Economy, United States' Commission to the Paris Exposition.

Appointment of Nominating Committee.

WEDNESDAY EVENING, JULY 12TH

8:00 o'clock.

Music.

Address (30 minutes). The education of the citizen. FRANCIS W. PARKER, Principal Chicago Normal School, Illinois.

Address (30 minutes). "The Manifest Destiny" of popular education. C. B. GILBERT, Superintendent of Schools, Newark, N. J.

Address (30 minutes). Art in education. ELMER E. BROWN, University of California, Berkeley, Cal.

THURSDAY MORNING, JULY 13TH—HAZARD'S PAVILION

9:30 o'clock.

Presiding officer, R. S. BINGHAM, Superintendent Schools, Tacoma, Wash., Vice-President for Washington.

Prayer.

Music.

Address (30 minutes). The religious element in the formation of character. RT. REV. GEORGE MONTGOMERY, Bishop of Los Angeles, Cal.

Address (30 minutes). The development of moral character. GEORGE W. A. LUCKEY, University of Nebraska, Lincoln, Neb.

Address (20 minutes). Evolution and ethics. S. T. SKIDMORE, Girls' Normal School, Philadelphia, Penn.

Address (20 minutes). The scholar and the State. R. H. WEBSTER, City Superintendent of Schools, San Francisco, Cal.

General discussion. Opened by CHARLES M. JORDAN, Superintendent of Schools, Minneapolis, Minn. Five-minute discussions, if time will permit. Persons desiring to speak will send their names in writing to the chair.

The annual Meeting of Active Members will be held at 12:00 m., Thursday, July 13, in Hazard's Pavilion, for election of officers and the transaction of other business.

THURSDAY MORNING, JULY 13TH—SIMPSON TABERNACLE

9:30 o'clock.

Presiding officer, B. B. McELROY, University of Oregon, Vice-President for Oregon.

Prayer.

Music.

Address (30 minutes). Growth of confidence between high schools and colleges. ROBERT B. FULTON, President of the University of Mississippi.

Address (20 minutes). The spirit of the classics. MRS. JOSEPHINE HEERMANS, Kansas City, Mo.

Address (20 minutes). How far the Universities are responsible for the existing conditions in English in the secondary schools. MISS MAR E. SCHREIBER, Madison, Wis.

Address (30 minutes). Let pupils be so classified as to allow unrestricted progress or unlimited time, according to ability. FRANK J. BARNARD, Superintendent of Schools, Seattle, Wash.

General discussion. Opened by J. W. McCLEMOND, Superintendent of Schools, Oakland, Cal. Five-minute discussions, if time will permit. Persons desiring to speak will send their names in writing to the chair.

The meeting of the New Board of Directors will be held at 4:30 p. m., Thursday, July 13th.

THURSDAY EVENING, JULY 13TH

8:00 o'clock.

Music.

Address (30 minutes). The outlook in education. DR. NICHOLAS MURRAY BUTLER, Columbia University, New York City.

Address (30 minutes). Progress in public education. DR. F. LOUIS SOLDAN, Superintendent of Schools, St. Louis, Mo.

Address (30 minutes). Some phases of public education in the south. HON. G. R. GLENN, State Superintendent of Public Instruction, Atlanta, Georgia.

FRIDAY MORNING, JULY 14TH

9:30 o'clock.

Prayer.

Music.

Address (30 minutes). Usurpation of home by school. AARON GOVE, Superintendent of Schools, Denver, Col.

Address (30 minutes). The economic interpretation of history. E. A. BRYAN, President of Washington Agricultural College, Pullman, Wash.

The Educational Press (15 minute addresses.)

Educational Journalism—its tribulations and triumphs. JOHN MACDONALD, Editor of *Western School Journal*, and President of the Educational Press Association, Topeka, Kans.

Educational Journalism—an inventory. C. W. BARDEEN, Editor, *School Bulletin*, Syracuse, N. Y.

The function of educational journalism. GEORGE P. BROWN, Editor of *School and Home Education*, Bloomington, Ill.

Is the educational press educational? WILLIAM GEORGE BRUCE, Editor, *American School Board Journal*, Milwaukee, Wis.

Ideal and practical considerations in educational journalism. OSSIAN H. LANG, Editor, *THE SCHOOL JOURNAL*, New York.

FRIDAY EVENING, JULY 14TH

8:00 o'clock.

Music.

Address (30 minutes) The Usefulness of the University. DAVID STARR JORDAN, President of Leland Stanford, Jr., University, Palo Alto, Cal.

Address (30 minutes). The school in its relation to the higher life. HON. NATHAN C. SCHAEFFER, State Superintendent of Public Instruction, Harrisburg, Pa.

Address (30 minutes). A professional spirit as influence. ANDREW E. WINSHIP, Editor, *Journal of Education*, Boston, Mass.

Music.

Report of Committee on Resolutions.

Introduction of President-Elect.

Music—AMERICA, by the Audience.

Benediction.

Adjournment.

NATIONAL COUNCIL OF EDUCATION

| | |
|---|---------------------|
| A. R. TAYLOR, Emporia, Kan..... | President |
| J. H. VAN SICKLE, Denver, Col..... | Vice-President |
| Miss BETTIE A. DUTTON, Cleveland, Ohio..... | Secretary |
| NICHOLAS MURRAY BUTLER, New York City..... | Executive Committee |
| L. H. JONES, Cleveland, Ohio..... | Executive Committee |
| JOHN DEWEY, Chicago, Ill..... | Executive Committee |

SATURDAY, JULY 8TH

2:30 p. m.

The homes of our down-town children. Miss LUCIA STICKNEY, Hughes High School, Cincinnati, Ohio.

8:00 p. m.

The future of the Normal School. HON. W. T. HARRIS, U. S. Commissioner of Education, Washington, D. C.

MONDAY, JULY 10TH

9:30 a. m.

Report of special committee of the Department of Superintendence on School Hygiene. HON. W. T. HARRIS, U. S. Commissioner of Education, Washington, D. C.

10:30 a. m.

Differentiation of the American secondary school. CHARLES H. KEYES, Principal of High School, Holyoke, Mass.

2:30 p. m.

Report of the Committee on State Normal Schools. Z. X. SNYDER, President State Normal School, Greeley, Col.

8:00 p. m.

Psychology for the teacher. DR. E. C. HEWETT, Associate Editor *Public School Journal*, Bloomington, Ill.

9:00 p. m.

The educational progress of the year. DR. NICHOLAS MURRAY BUTLER, Columbia University, New York City.

TUESDAY, JULY 11TH

9:30 a. m.

Report of the Committee on Libraries and their Relations to Public Schools. Chairman J. C. DANA, Librarian, Public Library, Springfield, Mass.

11:30 a. m.

Executive session.

DEPARTMENT OF KINDERGARTEN EDUCATION

| | |
|---|----------------|
| Mrs. MARIA KRAUS-BOELTE, New York City..... | President |
| Miss FLORENCE LAWSON, Los Angeles, Cal..... | Vice-President |
| Miss MARY F. HALL, Spencer, N. Y..... | Secretary |

WEDNESDAY AFTERNOON, JULY 12TH

2:30 o'clock.

1. Character study in the kindergarten. Prof. THOMAS P. BAILEY, Jr., University of California, Berkeley, Cal.
2. Some criticisms of the kindergarten. Dr. NICHOLAS MURRAY BUTLER, Columbia University, New York City.
3. The educational use of music for children under the age of seven years. Miss MARI RUBY HOFER, Chicago, Ill.
4. In what relation stands imitation to originality and consequent freedom? Miss MARY P. LEDYARD, Supervisor of Kindergartens, Los Angeles.

The headquarters of the Kindergarten Department will be at BELLEVUE TERRACE, Sixth and Figueroa Sts. The City Kindergartners of Los Angeles will tender a reception to the Department Wednesday evening, July 12th.

THURSDAY AFTERNOON, JULY 13TH

2:30 o'clock.

1. The mental and moral nature of the kindergarten child. C. C. VAN LIEW, State Normal School, Los Angeles, Cal.
2. Music in the kindergarten. Miss ANNA STOVALL, Principal of Golden Gate Kindergarten, Free Normal Training School, San Francisco, Cal.
3. The kindergarten child physically. FREDERIC L. BURK, Superintendent of Schools, Santa Barbara, Cal.
4. Naughty children. Prof. ELMER BROWN, University of California, Berkeley, Cal.

Local Committee—Miss FLORENCE LAWSON, Chairman.

DEPARTMENT OF ELEMENTARY EDUCATION

WM. N. HAILMANN, Dayton, Ohio.....President
JOHN W. CARR, Anderson, Ind.....Vice-President
Miss ELIZABETH V. BROWN, Washington, D. C.....Secretary

THURSDAY AFTERNOON, JULY 13TH

3:00 o'clock.

1. President's Address. W. N. HAILMANN, Dayton, Ohio.
2. The claims of the individual pupil in class work. Supt. C. F. CARROLL, Worcester, Mass.
3. The path of least resistance in education. Supervisor B. C. GREGORY, Trenton, N. J.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

1. Culture epoch theory in education. Miss LOUISE HANNUM, Ph. D., Greeley, Col.
2. Voices of childhood and youth. Supt. J. H. DINSMORE, Beatrice, Neb.

NOTE:—Free and full discussion is invited on the part of all interested. Persons desiring to take part in the discussions will please notify the President of the Department.

Local Committee—A. W. PLUMMER, Chairman.

DEPARTMENT OF SECONDARY EDUCATION.

EDWARD F. HERMANN, Denver, Colo.....President
W. F. WEBSTER, Minneapolis, Minn.....Vice-President
FREDERICK H. CLARK, San Francisco, Cal.....Secretary

WEDNESDAY AFTERNOON, JULY 12TH

3:00 o'clock.

1. Do our high schools prepare for College and Life, in accordance with the present requirements of both? Principal G. B. MORRISON, Manual Training High School, Kansas City, Mo.
Discussion led by Prof. ELLWOOD P. CUBBERLY, Leland Stanford, Jr., University, California.
2. Should Arithmetic, English Grammar, Geography and History of the United States be reviewed in the high school? J. W. CRABTREE, Inspector of Accredited Schools for the University of Nebraska, Lincoln, Nebraska.
Discussion led by Superintendent D. D. MAYNE, Janesville, Wis.

FRIDAY AFTERNOON, JULY 14TH.

3:00 o'clock.

1. The ethical influence of the study of economics. BYRON C. MATHEWS, City High School, Newark, N. J.
2. In fundamental civil ethics, what ought we to teach as the American doctrine of religion and the state? President SYLVESTER P. SCOVILL, University of Wooster, Ohio.
Discussion led by Prof. ARTHUR ALLIN, University of Colorado, Boulder, Colo.

Local Committee—W. H. HOUSE, Chairman.

DEPARTMENT OF HIGHER EDUCATION.

ROBERT B. FULTON, University, Miss.....President
ELMER E. BROWN, Berkeley, Cal.....Vice-President
G. A. TAWNEY, Beloit, Wis.....Secretary

WEDNESDAY AFTERNOON, JULY 12TH

3:00 o'clock.

1. Peculiarities of the western side of the Rockies. Dr. EUGENE W. HILGARD, University of California.
2. The practicability of a National University. President CHARLES W. DAWNEY, University of Tennessee.
Discussion by President DAVID STARR JORDAN, Leland Stanford, Jr., University; Dr. NICHOLAS MURRAY BUTLER, Columbia University.

THURSDAY AFTERNOON, JULY 13TH

3:00 o'clock.

Joint session with department of Secondary Education, President EDWARD F. HERMANN, presiding.

Report of Joint Committee on College Entrance Requirements, (appointed at Denver meeting, 1895.) Dr. A. F. NIGHTINGALE, Superintendent of High Schools, Chicago, Ill., Chairman.

Discussion—Led by President JOSEPH SWAIN, Indiana University, Bloomington, Ind.; President R. H. JESSE, University of Missouri, Columbus, Mo.; Superintendent A. J. SMITH, St. Paul, Minn.; Principal FRANK MORTON, Lowell High School, San Francisco, Cal.; President DAVID STARR JORDAN, Leland Stanford, Jr., University, Cal., and others.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

1. Continuous University sessions. President JEROME H. RAYMOND; University of West Virginia.

Discussion. President JAMES H. BAKER, University of Colorado; Professor WILLIAM CAREY JONES, State University of California; President GEORGE W. WHITE, University of Southern California; Dr. I. W. SANDHES, Las Cruces, N. Mex.

2. The study of education in the university. Prof. ELMER E. BROWN, University of California.

Discussion by B. A. HINSDALE, University of Michigan; Chancellor Wm. H. PAYEN, University of Nashville.

Local Committee—President G. W. WHITE, Chairman.

DEPARTMENT OF NORMAL SCHOOLS

THEO. B. NOSS, California, Pa.....President
Miss MARION BROWN, New Orleans, La.....Vice-President
J. N. WILKINSON, Emporia, Kas.....Secretary

The discussion at both sessions of the Normal Department will be based upon the report of the Committee on Normal Schools, and particularly upon that part of the report which relates to the Training School. From the twenty-seven theses of this section of the report the following topics have been selected:

WEDNESDAY AFTERNOON, JULY 12TH

3:00 o'clock.

1. Comparative value of student teaching in Normal School work. (From Thesis II.) "In comparison with other lines of work in a Normal School, practice teaching is capable of ranking as the most valuable course for the student."

Discussion opened by Dr. HERMAN T. LUKENS, Head Training Teacher, State Normal School, California, Pa., and Dr. JOHN W. HALL, Head Training Teacher, State Normal School, Greeley, Colo.

2. The relation of the training school to the other departments of the Normal School. (From Theses XXVII and XL.) "The training school should be the correlating center of the Normal School." "Heads of departments in the Normal School should be supervisors in fact of their subjects in the training school." "Faculty meetings in a Normal School should be directed not merely to executive work, nor primarily to that, but to instruction."

Discussion opened by Mrs. L. L. W. WILSON, Ph. D., Head of Department of Biology in the Philadelphia Normal School, and Colonel FRANCIS W. PARKER, Principal, Chicago Normal School.

3. May a training school be at the same time a model school? (From Thesis XXV.) "The idea that a Normal School should be provided with a training school and a model school besides is hardly a feasible one."

Discussion opened by W. E. WILSON, A. M., Principal of State Normal School, Ellensburg, Washington, and Dr. JOHN W. COOK, President State Normal University, Normal, Ill.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

1. Lesson plans. (From Thesis XXIV.) "Until a high grade of independence and skill in planning and conducting recitations has been proved, a written plan of each recitation should be required by the critic teacher."

Discussion opened by Miss MARION BROWN, Principal of the New Orleans Normal School, and Mr. OSSIAN H. LANG, Editor of the SCHOOL JOURNAL, New York.

2. Observation as a factor in training school work. (From Theses XVI and XVII.) "Some observation should precede actual instruction." "This observation, however, is comparatively useless, unless it is supervised and discussed with the same care as the actual teaching of a student teacher."

Discussion opened by Miss GERTRUDE EDMUND, Ph. D., Principal of Normal Training School, Lowell, Mass., and Dr. CHARLES C. VAN LIEW, Head Training Teacher, State Normal School, Los Angeles, Cal.

3. Qualifications of the critic teacher. (From Thesis X.) "Next to a wholesome personality, the special feature of a critic teacher should be the ability to show particularly the merits, as well as the defects of instruction, basing criticism plainly upon accepted principles of teaching."

Discussion opened by Miss HARRIET M. SCOTT, Principal of Detroit Normal Training School, and Hon. NATHAN C. SCHAEFFER, State Superintendent of Public Instruction, Harrisburg, Pennsylvania.

Local Committee—Mrs. MAY ENGLISH, Chairman.

DEPARTMENT OF ART EDUCATION

WILLIAM A. MASON, Philadelphia, Pa.....President
 CHARLES F. WHELOCK, Albany, N. Y.Vice-President
 Miss MARY A. WOODMANSEE, Dayton, Ohio.....Secretary
 Miss HARRIET CECIL MAGEE, Oshkosh, Wis.....Executive Committee
 Miss GERTRUDE M. EDMUND, Lowell, Mass.....Executive Committee
 LANGDON S. THOMPSON, Jersey City, N. J.....Executive Committee

WEDNESDAY AFTERNOON, JULY 12TH

2:30 o'clock.

1. President's Address.
2. The arts in education. FRANCIS W. PARKER, Chicago Normal School, Chicago, Ill.
Discussion by Prof. ELLSWORTH WOODWARD, Newcomb College, New Orleans, La.
3. Decorative composition; its educational value. HENRY TALBOT, Special Teacher of Manual Training, New York City.
Discussion by Miss GERTRUDE M. EDMUND, Training School for Teachers, Lowell, Mass.
4. Round Table. Conducted by Miss KATHERINE M. BALL, Supervisor of Drawing, San Francisco, Cal.

Topic—Problems in Artistic Rendering.

- (a) Can artistic rendering be reduced to principle and rule, so that by prescriptive methods it can be successfully taught to classes of children of all degrees of ability; or is it the product only of the genius who works from inspiration?
- (b) Can rendering, like seeing, be developed from the object, or must it be taught by imitation?
- (c) How does the study of pictures influence rendering? Can children appreciate more than the function of a picture, see differences in structure and handling, and apply knowledge thus acquired in their own work?
- (d) What are children's standards of beauty as to quality of line, movement, direct stroke, simple representation, accentuation, and light and shade?
- (e) By what methods of instruction may free, spontaneous, simple and effective drawing be attained in all grades of school work?

Discussion by WALTER A. TENNY, Supervisor of Drawing, Fresno, Cal.; Miss EDA PARRISH, Supervisor of Drawing, San Bernardino, Cal.; and Miss CORDELIA P. M. BRADFIELD, Supervisor of Drawing, Los Angeles, Cal.

THURSDAY AFTERNOON, JULY 13TH

2:30 o'clock.

1. Drawing in the early years. Dr. HERMAN T. LUKENS, State Normal School, California, Pa.
Discussion by Miss ADA M. LAUGHLIN, State Normal School, Los Angeles, Cal.; and Miss ESTHER M. WILSON, State Normal School, Chico, Cal.

Topic—Art Instruction in Schools Above the Elementary Grades.

- Art instruction in high and normal schools. Miss JOSEPHINE A. GREENE, State Normal School, Plattsburg, N. Y.
 Art instruction in the university. Prof. HENRY T. ARDLEY, University of California, Berkeley, Cal.
 Discussion by Miss FRANCES B. RANSOM, Training School for Teachers, New York City; and Miss GRATIA L. RICE, State Director of Drawing, New York.
3. Preliminary report of committee on a course of study in elementary art education. Presented by the chairman, Dr. LANGDON S. THOMPSON, Supervisor of Drawing, Jersey City, N. J.

Local Committee—Miss ADA M. LAUGHLIN, Chairman.

DEPARTMENT OF MANUAL AND INDUSTRIAL EDUCATION

No program received.

DEPARTMENT OF MUSIC EDUCATION

P. C. HAYDEN, Quincy, Ill.....President
 Miss MARY A. GRANDY, Springfield, Mass.....Vice-President
 Miss LUCY ROBINSON, Wheeling, W. Va.....Secretary

WEDNESDAY AFTERNOON, JULY 12TH

2:30 o'clock.

1. President's Address—The ultimate object of music study in the schools. P. C. HAYDEN, Quincy, Ill.
2. The content and extent of a course in school music. HERBERT GRIGGS, Denver, Col.
3. What power does the child gain through music study. THOMAS TAPPER, Boston, Mass.
4. Sight-reading and songs by a class from the Los Angeles schools. Mrs. GERTRUDE B. PARSONS, Los Angeles, Cal.
Discussion will follow each paper.

THURSDAY AFTERNOON, JULY 13TH

2:30 o'clock.

1. The necessary education of the supervisor. GABRIEL KATZENBERGER, Chicago, Ill.
2. What should constitute a course in music for normal schools. G. C. YOUNG, Salt Lake City, Utah.
3. What should constitute a course in music for county institutes. Miss KATHRYN STONE, Alameda, Cal.
4. The influence of music on the nature of the child. Superintendent C. B. GILBERT, Newark, N. J.
Discussion will follow each paper.

Local Committee—Mrs. GERTRUDE PARSONS, Chairman.

DEPARTMENT OF BUSINESS EDUCATION

ALLAN DAVIS, Washington, D. C.....President
 J. O. CRISSY, Albany, N. Y.....First Vice-President
 COURT P. WOOD, Washington, D. C.....Second Vice-President
 W. C. STEVENSON, Emporia, Kan.....Secretary
 CARL C. MARSHALL, Battle Creek, Mich., Chairman Executive Committee

WEDNESDAY AFTERNOON, JULY 12TH

3:00 o'clock.

1. President's Address. ALLAN DAVIS, Principal Commercial High School, Washington, D. C.
2. Schooling vs. education. G. W. BROWN, President Brown's Business College, Jacksonville, Ill.
3. Ethical value of business education. J. W. WARR, Editor, *Practical Age*, Moline, Ill.
4. Are our commercial colleges moral character builders? L. B. BOGERTSEN, Provo City, Utah.
5. An adequate course of study for business colleges. J. M. MEHAN, Chairman Committee of Nine.
Discussion led by A. V. FREIGHT, Polytechnic Business College, Oakland, Cal.
6. How I conduct a business community school. C. E. HOWARD, President San Francisco Business College, San Francisco, Cal.
General discussion.

THURSDAY AFTERNOON, JULY 13TH

3:00 o'clock.

DEPARTMENT ROUND TABLE.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

1. Advent of the commercial high school. W. C. STEVENSON, Principal Commercial Department, Kansas State Normal School, Emporia, Kas.
Discussion led by DURAND W. SPRINGER, Principal Commercial High School, Ann Arbor, Mich.
2. Claims of commercial education to a place in our public school system. J. H. FRANCIS, Head of Commercial Department, Los Angeles High School, Los Angeles, Cal.
Discussion led by CARL C. MARSHALL, Editor *Learning by Doing*, Battle Creek, Mich.
3. Evolution of business education. I. O. CRISSY, University of New York, Albany, N. Y.
Discussion led by G. W. BROWN, Jacksonville, Ill.
4. Future of the business college. GEO. E. MORRILL, Watsonville, Cal.
Discussion led by ROBERT C. SPENCER, Spencerian Business College, Milwaukee, Wis.
5. Commercial Geography, a neglected subject. D. M. WILLIS, University of West Virginia, Morgantown, W. Va.

Local Committee—J. H. FRANCIS, Chairman.

DEPARTMENT OF CHILD STUDY

WILL S. MONROE, Westfield, Mass.....President
 RUBEN POST HALLECK, Louisville, Ky.....Vice-President
 Mrs. ALICE W. COOLEY, Minneapolis, Minn.....Secretary

WEDNESDAY AFTERNOON, JULY 12TH

2:30 o'clock.

1. Status of child study in Europe. President's address.
2. Division of labor in child study. JOHN I. JEOI, State Normal School, Milwaukee, Wis.
3. Child study in normal and training schools. Miss GERTRUDE M. EDMOND, Principal of Training School, Lowell, Mass.
4. A curriculum of applied child study for the kindergarten and the primary school. FREDERIC L. BURE, Superintendent of Schools, Santa Barbara, Cal.
5. Child study: the missing link between the home and the school. Miss ANNA B. THOMAS, State Normal School, California, Penn.

THURSDAY AFTERNOON, JULY 13TH

2:30 o'clock.

1. Children's interest in literature. ISABEL LAWRENCE, State Normal School, St. Cloud, Minn.
2. Children's drawings. Mrs. LOUISE MAITLAND, State Normal School, San Jose, Cal.
3. The adolescent at home and in school. E. G. LANCASTER, Colorado College, Colorado Springs, Col.
4. Group activity among children. C. C. VAN LIEW, State Normal School, Los Angeles, Cal.

Local Committee—C. C. VAN LIEW, Chairman.

DEPARTMENT OF PHYSICAL EDUCATION

GEORGE W. FITZ, Cambridge, Mass. President
 WILLIAM O. KROHN, Hospital, Ill. First Vice-President
 Miss ELLEN LEGERDE, Providence, R. I. Second Vice-President
 Miss REBECCA STONEROAD, Washington, D. C. Secretary

WEDNESDAY AFTERNOON, JULY 12TH

3:00 o'clock.

President's address.

Some influences which affect growth. Dr. FREDERIC L. BURK, Superintendent of Schools, Santa Barbara, Cal.

Anthropometric studies in Nebraska. Prof. W. W. HASTINGS, University of Nebraska, Lincoln, Neb.

Discussion: Prof. W. E. MAGGE, University of California, Berkeley, Cal.; Mr. T. A. STORY, Instructor of Hygiene and Organic Training, Leland Stanford, Jr., University, Cal.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

Play instincts. WILL S. MUNROE, State Normal School, Westfield, Mass.

How may fatigue in the school room be reduced to the minimum? H. E. KRATZ, Superintendent of Schools, Sioux City, Iowa.

Discussion: Miss REBECCA STONEROAD, Washington, D. C.; Dr. W. O. KROHN, Hospital, Ill.; Dr. GRACE B. SPINOLE, Philadelphia, Pa.

Local Committee—C. J. RORDE, Chairman.

DEPARTMENT OF NATURAL SCIENCE INSTRUCTION

CHAS. NEWELL COBB, Albany, N. Y. President
 ALBERT H. TUTTLE, Charlottesville, Va. Vice-President
 CHAS. J. LING, Denver, Col. Secretary

THURSDAY AFTERNOON, JULY 13TH

3:00 o'clock.

1. President's address—Thirty years' progress in science teaching. CHAS. NEWELL COBB, University State of New York, Albany.

2. Status of the fur seal. DAVID STARR JORDAN, President Leland Stanford, Jr. University, Stanford University, Cal.

3. The relation of Physics to other subjects in the high school curriculum. S. P. MEADS, Professor of science, High School, Oakland, Cal.

4. Report of Committee of Ten.

FRIDAY AFTERNOON, JULY 14

3:00 o'clock.

1. The pedagogical content of Zoology. N. A. HARVEY, Prof. Natural Science, State Normal School, West Superior, Wis.

Discussion by Dr. NICHOLAS MURRAY BUTLER, Professor of Philosophy and Education, Columbia University, New York City.

2. Science in the high school. GEO. MANN RICHARDSON, Professor of Chemistry, Leland Stanford, Jr., University, Stanford University, Cal.

3. Relation of high school to college mathematics. (To be supplied.)

Local Committee—Southern California Academy of Sciences.

DEPARTMENT OF SCHOOL ADMINISTRATION

E. F. BRADY, Ishpeming, Mich. President
 CHARLES BULKLEY HUBBELL, New York, N. Y. First Vice-President
 JOHN F. HUGHES, Utica, N. Y. Second Vice-President
 WILLIAM S. MACK, Aurora, Ill. Third Vice-President
 WILLIAM GEORGE BRUCE, Milwaukee, Wis. Secretary
 P. N. SOLES, Dayton, O. Chairman Executive Committee

THURSDAY AFTERNOON, JULY 13TH

3:00 o'clock.

1. President's Address

2. School house heating, lighting and ventilation. Hon. P. A. BERGNOT, President Board of Education, San Francisco, Cal.

Discussion. LYMAN EVANS, Esq., Riverside, Cal.; B. W. WRIGHT, Ishpeming, Mich.

3. Employment and dismissal of teachers. ERIC EDW. ROSSLINE, Esq., President Board of Education, Tacoma, Wash.

Discussion. SAM F. SMITH, San Diego, Cal.; H. MORRIS COX, Santa Rosa, Cal.; Prof. A. B. COFFEY, Seattle, Wash.

4. What shall be the basis for teachers' salaries? Dr. E. W. CARLL, Chairman Board of School Directors, Oregon City, Oregon.

Discussion. Hon. W. BYRON DANIELS, Vancouver, Wash.; Dr. C. D. BALL, Santa Ana, Cal.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

1. Quo vadis, school board? WM. GEO. BRUCE, Editor, *American School Board Journal*, Milwaukee, Wis.

Discussion. Dr. P. R. BURNHAM, San Diego, Cal.; Hon. L. M. CURT, Albany, Ore.

2. Duty and function of board relative to selection of text-books. Hon. H. H. SHEDD, Ashland, Neb.

Discussion. Dr. W. E. CARLL, Oregon City, Oregon; C. A. EDWARDS, Santa Barbara, Cal.

3. The school board and the public press. C. A. EDWARDS, Member Board of Education, Santa Barbara, Cal.

Discussion. W. A. FURINGTON, Riverside, Cal.; Mrs. ELLA J. FIFIELD, Tacoma, Washington.

Local Committee—W. J. WASHBURN, Chairman.

LIBRARY DEPARTMENT

L. D. HARVEY, Milwaukee, Wis. President
 J. H. VAN SICKLE, Denver, Col. Vice-President
 Miss MYRTILLA AVERY, Albany, N. Y. Secretary

THURSDAY AFTERNOON, JULY 13TH

3:00 o'clock.

1. The function of school superintendents in securing libraries; and their proper use in public schools. ALFRED BAYLESS, State Superintendent of Public Instruction, Springfield, Ill.

2. Possible relations between the Library and the public schools. Mrs. GRACE DARLING MADDEN, State Normal School, Milwaukee, Wis.

3. General discussion of report of Committee on Relation of Public Libraries to Public Schools. J. C. DANA, Springfield, Mass., Chairman.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

1. School reading. Miss M. E. AHEEN, Editor of *Public Libraries*, Chicago, Ill.

2. How to acquire a taste for good reading. Miss ELIZABETH SKINNER, Denver, Colo.

3. Use of the library. C. C. YOUNG, Lowell High School, San Francisco, Cal.

Local Committee—Miss HARRIET WADLEIGH, Chairman.

EDUCATION OF THE DEAF, BLIND AND FEEBLE MINDED

Dr. JOSEPH C. GORDON, Jacksonville, Ill. President
 Mrs. JENNIE B. HOLDEN, San Francisco, Cal. Vice-President for the Deaf
 FRANK H. HALL, Jacksonville, Ill. Vice-President for the Blind
 ARTHUR E. OSBORNE, Eldridge, Cal., Vice-President for the Feeble-Minded
 Miss MARY MCCOWEN, Chicago, Ill. Secretary-Treasurer

WEDNESDAY AFTERNOON, JULY 12TH

2:30 o'clock.

EDUCATION OF THE DEAF

Mrs. JENNIE BRIGHT HOLDEN, San Francisco, Cal. Chairman

1. Brief introductory remarks by President DAVID STARR JORDAN, Leland Stanford, Jr., University.

2. State institution for the deaf. WARREN WILKINSON, Superintendent of Institution, Berkeley, Cal.

3. All along the line. Mrs. KATE F. BINGHAM, President Woman's Club, Palo Alto, Cal.

4. Day schools for the deaf as a part of our public school system. ELLWOOD P. CUBBERLY, Head of Department of Education, Leland Stanford, Jr. University, Cal.

5. Phases of deafness in our public schools. Miss LAURA D. FOWLER, Principal San Francisco Normal School.

6. Importance of a right beginning. Miss HELEN TAYLOR, Kindergarten, Public Day School for the Deaf, Los Angeles, Cal.

7. Vacation schools for the deaf. Miss MARY MCCOWEN, Principal Chicago Public Day Schools for the Deaf.

General discussion opened by Mrs. JENNIE B. HOLDEN. Followed by Superintendent J. W. JONES, Institution for the Deaf, Columbus, Ohio; J. A. FOSHAY, City Superintendent, Los Angeles, Cal.; ALBERT G. LANE, District Superintendent, Chicago, Ill.; Dr. WM. B. WADDELL, President Parents' Association; Los Angeles, Cal.

THURSDAY AFTERNOON, JULY 13TH

2:30 o'clock.

EDUCATION OF THE BLIND

FRANK H. HALL, Jacksonville, Ill. *Chairman*
 Subject:—In what respects should the education and training of the blind differ from the education and training of normal pupils.

Paper:—W. WILKINSON, Principal State Institution for the Deaf and the Blind, Berkeley, Cal.

Discussion. Dr. JNO. W. COOK, President State Normal School, Normal, Ill.; M. ANAGNOS, Director Massachusetts School and Perkins Institute for the Blind, So. Boston, Mass.; W. B. WATT, Superintendent New York School for the Blind, New York City; Dr. JNO. T. SIBLEY, Superintendent Missouri School for the Blind, St. Louis, Mo.; P. D. MORRISON, Superintendent Maryland School for the Blind, Baltimore, Md.

FRIDAY AFTERNOON, JULY 14TH

2:30 o'clock.

EDUCATION OF THE FEEBLE-MINDED

Psycho-neurological clinic to explain types and phenomena of mental defect. Conducted by Chairman ARTHUR EDGAR OSBORNE, M. D., Superintendent School for Feeble-Minded, Eldridge, Cal.

[Program for this department is incomplete.]

Local Committee—Dr. W. E. WADDELL, *Chairman*.

THE NATIONAL HERBERT SOCIETY

CHARLES DE GARMO, Ithaca, N. Y. *President*
 CHARLES A. McMURRY, Normal, Ill. *Secretary*
 ELMER G. BROWN, Berkeley, Cal. *Acting President*
 C. C. VAN LIEW, Los Angeles, Cal. *Acting Secretary*

WEDNESDAY AFTERNOON, JULY 12TH

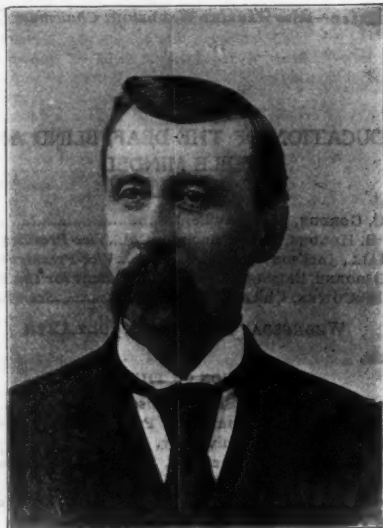
3:00 o'clock.

Round Table.

(The papers are not read at the Round Table sessions but are printed and distributed to members in advance.)

1. Significance of the frontier in American history. Prof. FREDERICK J. TURNER, University of Wisconsin.

Discussion. CHARLES C. VAN LIEW, State Normal School, Los Angeles, Cal.; AARON GOVE, Superintendent of Schools, Denver, Col.; JOHN W. HALL, State Normal School, Greeley, Colo.; Wm. T. HARRIS, U. S. Commissioner of Education, Washington, D. C.; Principal R. H. BEGGS, Denver, Colo.



FRANK H. HALL,
 Supt. of the State Institution for the Blind, Jacksonville, Ill.

FRIDAY AFTERNOON, JULY 14TH

3:00 o'clock.

Round Table.

1. Medieval and Modern History in the High School. Prof. JAMES HARVEY ROBINSON, Columbia University, New York.

Discussion. ALFRED BAYLES, State Superintendent of Public Instruction, Springfield, Ill.; F. LOUIS SOLDAN, Superintendent of Schools, St. Louis, Mo.

2. The social end of Education. Dr. L. W. HOWARTH, University of Chicago.

Discussion. Dr. I. B. DRESSLER, University of California, Berkeley; Dr. E. B. STARBUCK, Leland Stanford, Jr., University, Cal.

Local Committee—President E. T. PIERCE, *Chairman*.

THE EDUCATIONAL PRESS ASSOCIATION OF AMERICA

JOHN MACDONALD, Topeka, Kans. *President*
 WILLIAM G. SMITH, Minneapolis, Minn. *Secretary*
 GEORGE P. BROWN, Bloomington, Ill. *Treasurer*
 EDWARD L. KELLOGG, New York City. *Executive Com.*
 SILAS Y. GILLAN, Milwaukee, Wis. *Executive Com.*

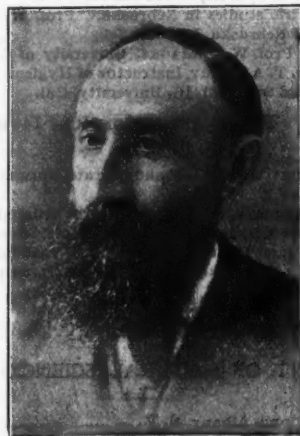
WEDNESDAY AFTERNOON, JULY 12TH

3:00 o'clock.

A business meeting will be held for members of the Press Association only. All members are expected to be present. Officers are to be elected, and there will be other business to transact.

Local Committee—L. E. MOSHER, *Chairman*.

At a meeting of the Executive Committee at Columbus, Ohio, a special Committee consisting of the President of the Association, Dr. Wm. T. Harris and Dr. Nicholas Murray Butler, was appointed to call on President McKinley and extend to him a cordial invitation, on behalf of the teachers of the United States, to visit Los Angeles during the sessions of the Convention in connection with his proposed Western tour. The Committee were cordially received by President McKinley and assurances given that he would be pleased to accept the invitation if his itinerary could be so arranged as to make it possible.



EDITOR JOHN MACDONALD,
 of the *Western School Journal*, president of the Educational Press Association.

The Executive Committee are pleased to report that the promise is excellent for a very large and successful convention at Los Angeles. The interest in every state is already very great and is rapidly increasing. The Local Executive Committee at Los Angeles are sparing no pains or expense in acquainting the teachers of the United States with the attractions of Southern California as a vacation field and in making large provisions for the reception and entertainment of the convention.

Applications for hotel or boarding accommodations or for other local information should be addressed to Mr. Frank Wiggins, Secretary of the Local Executive Committee, Chamber of Commerce, Los Angeles, Cal.

B. ORAM LYTB, *President*.
 IRWIN SHEPARD, *Secretary*.



DR. JOHN W. COOK

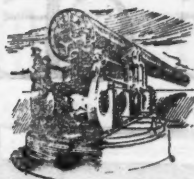
has accepted the presidency of the new State normal school at De Kalb, Ill. Dr. Charles McMurry goes with him to take charge of the training school. The successors of the two men at Normal have not yet been elected.



LEON BROWER.



SENOR DOMINGO CADOTE.



DREYFUS.



SPANISH GENERAL CATALAN.

THE ABOVE ARE ILLUSTRATIONS FROM OUR TIMES.

OUR TIMES

is a newspaper for young people, for busy people, for people who want to be abreast of the times but have no taste for murders and scandals and prize fights; it is for the teacher, the pupil, the school, and the home. It is published twice a month, sixteen pages in each issue, and in convenient magazine form. It gives in condensed form the important news of the world, both domestic and foreign; tells of the latest things in geographical knowledge and in scientific investigation; discusses the important questions of the hour; is well written and extensively illustrated. We want every teacher to know this busy people's newspaper. In order that you may become acquainted with it now at a merely nominal cost we offer the numbers from now until July 1,

Four Months for Ten Cents.

Long before that time arrives you will become its firm and lasting friend. It is a splendid paper to put into the hands of children and young people, for it gives only the important news, omitting the things it is a waste of time to read. It is profitably used in many schools for Supplementary Reading. It is invaluable for current events exercises which should be conducted in every school. It will help in Geography and History Lessons.

This offer is made to you, your friends, and pupils. Cut out the coupon and mail us with 10 cents for each name you send, for trial subscriptions to July 1. This offer is made only to those who are not now subscribers.

This Coupon
WILL BE HONORED
For SUBSCRIPTIONS to
OUR TIMES
to JULY 1 at
10 CENTS Each.

AGENCY WORK FOR 1899.



THE pleasantest and most profitable agency work that teachers can undertake is in the introduction of our Educational Publications. These include

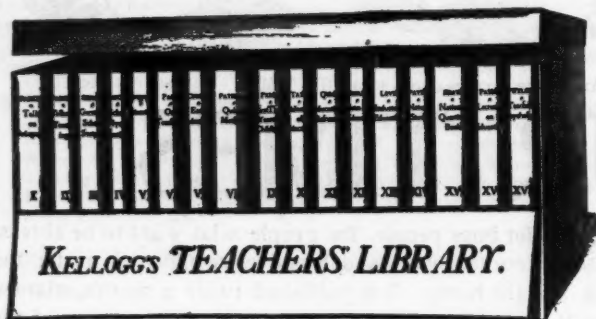
Seven Periodicals
Teachers' Libraries
Teachers' Books and Aids

These periodicals cover the ground very thoroughly, and there is no teacher who will not find one or more of them suited to her work. We want a live man or woman in every county of the United States to introduce these publications. Energy and industry in the work will add largely to the income of

such teachers. Our teachers' books include helps in every subject and are the most attractive and practical books of this kind published. The sale of our libraries offers a very attractive field of work. We show above a very well-arranged table of one of our agents last summer. Earnest men and women desiring to engage in this work are invited to address us at once, giving full particulars, references, etc.

E. L. KELLOGG & CO., Educational Publishers, 61 East Ninth Street, New York.

THREE CENTS A DAY.



Will make you the possessor of the finest and completest library of professional books for teachers published. You will scarcely feel the payments—that is one side of the story. The other side is this—these books will give you the means to make yourself a better teacher. Will you hesitate? The teacher in these days who would advance, who would get better positions and better salary, must be a student of education—must read the best books on education. You can't read all. The seventeen volumes of

KELLOGG'S TEACHERS' LIBRARY

include the best and cover the subject on all sides. Own it and you have at hand the best aid. We place the library in your hands, transportation paid on receipt of your order, and you have a year and a half to pay the balance.

A SPECIAL REQUEST TO READERS.

We want to hear from every one who reads this advertisement. If you have some of these books, please write us, stating what ones you have and asking us to make you a proposition for supplying the balance. If you haven't the books, and would like them, send in your order. If anything prevents your doing that at once write us the reason—perhaps we can help you.

CUT OUT THE ORDER BLANK BELOW AND SEND TO US AT ONCE, WITH \$2.00, AND WE WILL DELIVER THE BOOKS AT ONCE.

E. L. KELLOGG & CO.18

Please send me, prepaid, KELLOGG'S TEACHERS' LIBRARY, for which I enclose \$2.00 and agree to pay the balance (\$18.00) in monthly installments of \$1.00 each, beginning

.....15th, 18.....

Signed.....St. and No.....

P. O.....Co.....State.....

Payment to be made by Money or Express Order, Registered Letter or Bank Draft on New York and sent to your New York office on dates agreed upon.

THIS IS THE LIST:

| | |
|---|--------|
| 1. Parker's Talks on Pedagogics..... | \$1.50 |
| 2. Parker's Talks on Teaching..... | 1.00 |
| 3. Seeley's Common School System of Germany..... | 1.50 |
| 4. Bancroft's School Gymnastics..... | 1.50 |
| 5. Spencer's Education..... | 1.00 |
| 6. Page's Theory and Practice of Teaching..... | 1.00 |
| 7. Currie's Early Education..... | 1.25 |
| 8. Partridge's Quincy Methods..... | 1.75 |
| 9. Perez's First Three Years of Childhood..... | 1.50 |
| 10. Tate's Philosophy of Education..... | 1.50 |
| 11. Quick's Educational Reformers..... | 1.00 |
| 12. Hestling's Notes on the Science and Art of Education..... | 1.00 |
| 13. Love's Industrial Education..... | 1.00 |
| 14. Payne's Nature Study..... | 1.00 |
| 15. Shaw's National Question Book..... | 1.75 |
| 16. Payne's Lectures on Education..... | 1.00 |
| 17. Welch's Teachers' Psychology..... | 1.50 |

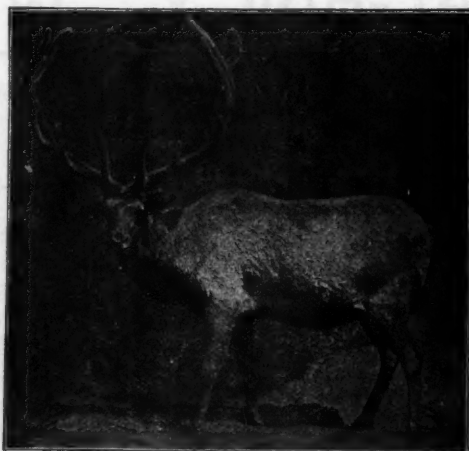
FINE
PICTURES.

ANIMALS

INTERESTING
DESCRIPTIONS.

'The WAPITI STAG is the finest of all living deer. It grows to the weight of 1,000 pounds, and its "figure" and carriage are very bold and noble. The Stag in the portrait was a very large one, kept in a kind of wild park in San Francisco. It is standing on a bed of sand, and is so heavy that it has sunk in quite over its hoofs and fetlocks. These, if visible, would add another four inches to the Stag's height and make him appear more symmetrical, and so long in proportion to the measurement of his legs. No living creature has such magnificent horns. In a famous hunter's collection of antlers in Ireland, there is a set of six Wapiti heads in which the antlers are exactly like the branches of an oak, some being as thick as a man's leg above the knee, at the point at which they leave the skull. The WAPITI DEER live in the northern part of the Rocky Mountains of the United States. They haunt mainly the great spruce fir forests. A herd have been recently domesticated in Colorado by an enterprising farmer, who sells them to stock parks. They are fed like cattle, on hay and Indian corn, and the calves are reared as easily as cattle on a farm.'

The above is taken from the February Number—No. 7—of ANIMALS, describing the deer, reduced copy of which is here shown. The size of the pictures is 10 1/2 x 7 1/4 inches. Each number contains ten pictures. Seven numbers are now ready. Coupons for the first 12 are already been printed in this paper. Please notice special coupon below for the seven parts at special rate.



DOMESTIC ANIMALS FREE.

To encourage subscriptions for an entire year (12 numbers) we offer the reduced rate of \$1.50. To every one ordering ANIMALS for one year, we will send, entirely free, a set of handsome colored pictures of Domestic Animals, supplementing in an excellent way the wild animals, and of much interest and value in school work.

DOMESTIC ANIMALS

consists of a set of handsome colored pictures, 10x12 in. in size, including pictures of Cat, Horse, Pigs, Reindeer, Dog, Rabbits, Sheep, Camel, Cow, Goat, Donkey, Rooster, Turkey, Ducks.

The set sells in the stores for 30 cents. By special arrangement with the publishers we are enabled to offer it free to our subscribers.

7
This
Coupon
with
15 Cents
entitles
the sender to
PART 7 OF
ANIMALS.

1-7
This
Coupon
with
85 Cents
entitles
the sender to
PARTS 1-7 OF
ANIMALS.

E. L. KELLOGG & CO., Educational Publishers,

61 East Ninth Street, New York

THE BEST BOOKS FOR SCHOOL ENTERTAINMENTS

ARBOR DAY, PATRIOTIC OCCASIONS, CLOSING EXERCISES.

HOW TO CELEBRATE ARBOR DAY

Includes helps for the Primary, Grammar, and High School. It contains The Origin of Arbor Day, Hints on Planting Trees, 10 Special Exercises, The Pink Rose Drill, 80 Quotations, Many Recitations and Songs. Suggested Programs for Primary, Grammar, and High School. Suggestions for the most effective use of each exercise will help the teacher. 96 pages. Price, 25 cents.

Entirely new. Contains one hundred bright, sparkling selections for the little folks for Arbor Day, Memorial Day, May Day, Bird Day, Flag Day, Closing Exercises, Thanksgiving, Washington's Birthday. Suggestions are given for the best use of each recitation. Attractive cover. Price, 25 cents.

PRIMARY RECITATIONS

FANCY DRILLS AND MARCHES

Has the most attractive Drills, Marches, Motion Songs, and Action Pieces published. Contains those especially appropriate for Arbor Day, Christmas, Washington's Birthday; 4 Flag Drills for Patriotic Occasions. Besides these a Wand Drill, Scarf Drill, Zouave Drill, Wreath Drill, Glove Drill, Cane Drill, Ruler Drill, Tambourine Drill, Muff and Gun Drill. Also 14 Motion Songs and 8 Action Pieces. 118 pages. Price, 25 cents.

One of our largest and most popular books. 160 pages. It contains Exercises, Tableaux, Pantomimes, Recitations, Drills, Songs for celebrating Memorial Day, May Day, Easter, Fourth of July, Closing Day. It is just the book for your closing exercises. We know you will be delighted with it. Price, 25 cents.

SPRING AND SUMMER SCHOOL CELEBRATIONS

MOTHER NATURE'S FESTIVAL

An exercise or play for primary grades. Designed for a complete entertainment. The Characters are: Mother Nature, April, May, Birds, Flowers, Trees. For any Spring occasion. From thirty to fifty children can take part. The costumes may be very simple or as elaborate as is desired. It is easy and can be successfully undertaken by any school. Price, 15 cents.

Will furnish a delightful program suitable for a patriotic occasion, as Memorial Day or Flag Day, or for Closing Exercises. There are inspiring Songs, pretty Costumes, and original Speeches. Full directions for costumes, etc., are given. Thirty-seven pupils of different ages are required. Some of the characters are Father Time, The Years, The Months, The Days, Spare Minutes. Price, 15 cents.

BANNER DAYS OF THE REPUBLIC

PATRIOTIC QUOTATIONS

Relating to American History. The only book of the kind published. Should be in every school-room. It contains 22 Quotations about America—Our Country; 10 Quotations about Landing of the Pilgrims; 21 Quotations about Revolutionary War; 22 Quotations about Washington; 26 Quotations about Independence; 6 Quotations about Lincoln; 33 Quotations about Memorial Day; 6 Quotations about Grant; 59 Quotations about the American Flag; 87 Quotations about Patriotism. Teach your pupils the great utterances of patriotic Americans. Price, 25c.

No. 1 contains Twenty-five Separate Programs: Longfellow, 3 Programs; Bryant, 4 Programs; Hawthorne, 3 Programs; Holmes, 3 Programs; Burns, 3 Programs; Dickens, 3 Programs; Shakespeare, 4 Programs. No. 2 contains 25 Separate Programs: Whittier, 4 Programs; Emerson, 3 Programs; Lowell, 3 Programs; Irving, 3 Programs; Milton, 4 Programs; Tennyson, 5 Programs; Scott, 3 Programs. Price, 25 cents each.

AUTHORS' BIRTHDAYS

RECEPTION DAY

Six Numbers.
Each, 160 pages.

20 cents ea. The Set, \$1

Number 1 Contains:
29 Recitations
14 Declarations
23 Dialogs
24 Selections for Primary Classes

Number 2 Contains:
29 Recitations
12 Declarations
17 Dialogs
4 Class Exercises
4 Memorial Programs of Famous People
24 Selections for Primary Classes

Number 3 Contains:
21 Recitations
18 Declarations
22 Dialogs
17 Primary Selections

Number 4 Contains:
21 Recitations
23 Declarations
8 Dialogs
7 Class Exercises
5 Memorial Programs

Number 5 Contains:
26 Recitations
16 Declarations
29 Dialogs

Number 6 Contains:
41 Recitations
6 Declarations
6 Dialogs
10 Class Exercises
15 Primary Selections
4 School-Room Songs

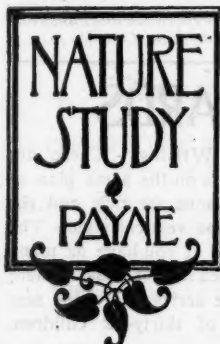
The best and cheapest books for general school entertainments.

TWENTY-FOUR PAGE PROGRAM FOR ARBOR DAY.

Ready for use. Consisting of Recitations, Declarations, Songs, etc. We prepay postage or expressage. Supply your school. Single copies, 10 cents; one dozen copies, \$1.00; fifty copies, \$3.25; one hundred copies, \$5.50.

100 Lessons in Nature . . . Around my School.

By Frank O. Payne.



IS the first book on Nature Study published that gives practical guidance and at the same time is in accord with the best pedagogic thought. Wherever any work is NATURE is being undertaken this book should be in the hands of every teacher.

Chap. I.—Preliminary Lessons in Observation; Chap. II.—Lessons on Leaves, Plants, and Fruits; Chap. III.—Lessons on Animals; Chap. IV.—The School Museum; Chap. V.—Rainy-day Lessons; Chap. VI.—Lessons in the Schoolyard; Chap. VII.—Walks with the Children; Chap. VIII.—Collections during Vacation; Chap. IX.—Devices and Helps in Nature Study—Books of Reference, etc.

In Chap. II. we find lessons on Seeds, Pods, Berries, Propagation, the Daisy, the Gentian, &c.

In Chap. III. some of the topics are Insects, the Beetle, the Fly, the Grasshopper, the Bee Family, Wasp, Ants, the Dragon Fly, the Turtle, Fishes, Birds, Bones, etc., etc.

In Chapter V. we have lessons on Water, Teeth, Celery, Sulphur, Soap, Glass, a Rose, Rubber, and others.

Mr. Payne is not only a well-known writer on Science teaching but one of the most successful teachers of nature, and the book COMES STRAIGHT FROM THE SCHOOLROOM. It contains 50 valuable illustrations; has 200 pages, is well printed, and handsomely bound in cloth.

PRICE, : : : : : \$1.00

THE FLORAL RECORD

For Plant Analysis, Description, and Drawing.

AN INEXPENSIVE PLANT RECORD.

Simple enough for any grade but sufficiently complete to fill the needs of most high schools. Two opposite pages are devoted to each plant; on one are forms for plant description and the other is to be used for drawings of parts of the plants. An Analysis accompanies the above-mentioned pages, simple enough so that it may be used successfully by those unacquainted with technical botany. It is illustrated.

Single Copies - - 15 Cents.

Special rates for class use.

*If you have not one of our 100-page Descriptive Catalogs, send for it—it is free.

E. L. KELLOGG & CO., Educational Publishers, 61 E. 9th Street, New York.

PRIMARY AND INTERMEDIATE LESSONS ON THE HUMAN BODY.

A Study of Its Structure and Needs Correlated with Nature Study.

By Mrs. ELLA B. HALLOCK,

Lecturer on the Teaching of Physiology and Hygiene before the Massachusetts Teachers' Institutes.

This is not a text-book. It is a book of methods for teachers—the only book of this character published, as far as we know—certainly the only one giving in any complete or helpful way suggestions for the treatment of this important subject. Physiology and Hygiene is now taught in most schools and there is no subject the teaching of which can do greater good. Curiously enough it is the subject on which teachers have been able to find least to assist them. Mrs. Hallock has done a great service to the schools in the preparation of this book which will so greatly help every teacher reading it, to make the teaching of physiology profitable.

THE TABLE OF CONTENTS GIVES AN IDEA OF THE SCOPE OF THE WORK.

| | | | |
|--|--------------------------|--------------------|-----------------------------|
| CHAP. I. Life—The Human Body. | V. The Head and Neck. | VIII. The Nose. | CHAP. XIII. Food. |
| II. The Fore Limbs of Animals—The Arm. | ORGANS OF SPECIAL SENSE. | IX. The Ear. | XIII. Water. |
| III. Means of Locomotion—The Leg. | CHAP. VI. The Skin. | X. The Eye. | XIV. Sunshine. |
| IV. The Trunk. | VII. The Mouth. | NEEDS OF THE BODY. | XV. Clothing. |
| | | CHAP. XI. Air. | XVI. Exercise and Rest. |
| | | | XVII. TEMPERANCE TEACHINGS. |

The manner of treatment may be illustrated by reference to Chapter III. on the Leg. First, helpful books are mentioned; then there are suggestions in methods; primary lessons follow, the pupils being led to observe and find out for themselves; in a similar way intermediate lessons are taken up; finally there are practical hygienic suggestions as to cleanliness, comfortable shoes; exercise, etc. The book contains a large number of illustrations. 200 pages. Cloth. Price, 75 cents.



FIVE-CENT - NATURE - READERS.

We have begun the publication of a series of books for Supplementary Reading on Nature subjects at 5 cents per copy or 60 cents a dozen. Each contains about thirty-two pages, nicely illustrated and charmingly written. They will make delightful reading for the Spring term and can be supplied to a class for a very small sum. Five numbers are now ready—all for the second and third grades—as follows:

- No. 1—PUSSY WILLOW AND WAKE-ROBIN.
- No. 2—THE SPRING BEAUTY AND THE ANEMONE.
- No. 3—THE SQUIRREL AND HIS HOME.
- No. 4—BITTERCRESS AND ROSES.
- No. 5—THE STORY OF A BEE HIVE.

(Other Numbers are in preparation for First, Second and Third Reader Grades.)

- No. 1—HOW TO MANAGE BUSY WORK.
By A. M. KELLOGG. A new book of educative occupations—in Number, Language, Earth, People, Things, Self, Morals, Writing, Drawing, &c. Durable limp cloth cover. Fully illustrated.
- No. 2—HOW TO TEACH BOTANY.
By A. M. KELLOGG. A manual of Methods and of Plans of Work in Plant Study for Primary, Grammar, and Ungraded Schools. It will guide the teacher to pleasant and profitable work. Many illustrations. Limp cloth cover.
- No. 3—HOW TO MODEL IN CLAY.
Arranged by A. M. KELLOGG. Contains forty graded lessons with forty-three illustrations; also description of tools, directions for work, practical suggestions. Limp cloth cover.
- No. 4—HOW TO TEACH MINERALS AND ROCKS.
By FRANK O. PAYNE. A book long needed. Gives a course of study in outline and full directions for carrying on the work. Takes up in detail ten minerals and all the common rocks. Limp cloth cover.
- No. 5—HOW TO STUDY BIRDS.
By FRANK O. PAYNE. This manual gives much information about Birds and suggestions for profitable study. There is no other small book for the teacher on this subject. Limp cloth cover.

THE "HOW" SERIES

Five Numbers
Now Ready

25 Cents each

THE PEDAGOGICAL QUARTERLY

Under the above title we have begun the publication of a series of little books on important educational subjects. Notable papers and addresses presented at educational meetings; articles contributed to EDUCATIONAL FOUNDATIONS and THE SCHOOL JOURNAL which, from their importance, deserve a more permanent form, as well as books specially prepared for this purpose, will be included in the series. We are able to announce as the first two numbers, books of particularly great interest and value, the publication of which has been urged by hosts of good friends.

Number 1.

THREE STUDIES IN EDUCATION:
The Spelling Question—Composition for Elementary Schools—Value of the Motor Activities in Education. By EDWARD R. SHAW, Ph.D., Dean of the School of Pedagogy, New York University.

Number 2.

TWO ENGLISH SCHOOLMASTERS:
Mulcaster and Ascham. Excellent studies of these two great teachers whose influence has been so great.

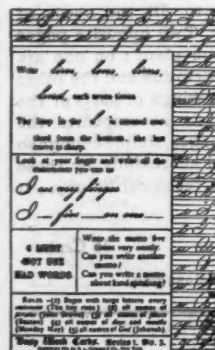
PRICE, 15 CENTS EACH.

Other numbers in preparation and announcement of them will be made next month.

KELLOGG'S BUSY WORK CARDS

SERIES I.—These cards have been very successful and we have just put to press a large new edition to supply the constant demand. There is nothing like them published and nothing in the way of busy work of equal educational value. The set contains twelve cards, all different. They are to be given out to pupils, and contain their own directions for work. Each has a lesson in penmanship, in punctuation, in language, in number and in drawing. This series has slanting writing. Price, 15 cents a set.

SERIES II.—Vertical Writing. These are just published. They are on the same plan as Series I., but all the lessons are new and the writing lessons are in the vertical style. The best results are obtained if you have as many cards as there are children in your class. There are twelve cards in the series and three sets would supply a class of thirty-six children. Price, 15 cents a set.



Our 100-page Illustrated Catalog describes the Standard Pedagogical Books and the best Teachers' Aids in all subjects. If you have not already a copy, send for it.

E. L. KELLOGG & CO., Educational Publishers, 61 East Ninth Street, New York.

Special · Inducements · to · Teachers :—

GOOD INCOMES

made by getting orders for our celebrated

TEAS, COFFEES, SPICES, EXTRACTS, etc.,

(20, 25 and 30 per cent. Commission Allowed.)

Price List of Teas, Coffees, Spices, Extracts, and Baking Powder.

| | | CENTS PER POUND. |
|---|------------------------------------|-----------------------------|
| Oolong, Black | - - - | 35, 40, 50, 60; best \$.65 |
| Mixed, Black and Green | - - | 35, 40, 50, 60; best 65 |
| Japan, Uncolored | - - | 40, 50, 60, 70, 80; best 90 |
| English Breakfast, Black, | 35, 40, 50, 60, 70, 80; best | 90 |
| Young Hyson, Green | - - 40, 50, 60, 70, 80; best | 90 |
| Imperial, Green | - - 40, 50, 60, 70, 80; best | 90 |
| Gunpowder, Green | - 40, 50, 60, 70, 80; best | 1.00 |
| Sun-Sun-Chop Tea, Black, with Green-Tea Flavor, put up in 1-lb. tin cans. | - - - - - | 70 |
| Roasted Coffees, | - - 14, 16, 18, 20, 25, 28, 30, 35 | |
| Roasted Java | - - - - - | 30, 35 |
| Roasted Mochas | - - - - - | 35 |
| Roasted Pea Berry Mocha | - - - - - | 35 |

| | | CENTS PER CAN. |
|---|---------|----------------|
| The Great American Baking Powder, in 1-lb. Tin Cans - | | 45 |
| The Great American Pepper - | - - - - | 10, 15, 40 |
| The Great American Mustard - | - - - - | 10, 15, 40 |
| The Great American Cinnamon - | - - - - | 10, 15, 40 |
| The Great American Ginger - | - - - - | 10, 15, 40 |

| | | CENTS |
|---------|-----------|----------------------|
| Vanilla | - - - - - | 10 and 25 per bottle |
| Lemon | - - - - - | 10 and 25 per bottle |

| | | CENTS PER POUND. |
|---|----------------------------|------------------|
| Long-Arm-Chop Tea, Black, with Green Tea Flavor | - | \$ 70 |
| Thea-Nectar, Black, with Green Tea Flavor | - - | 60 |
| Basket-Fir'd Japan, Black, | 40, 50, 60, 70, 80; best | 90 |
| Sun-Dried Japan | - - - 50, 60, 70, 80; best | 90 |
| Formosa Oolong, Fancy Chop | 50, 70, 80; best | 1.00 |
| Assams | - - - - - 50, 70; best | 80 |
| Orange Pekoes | - - - - - 70; best | 80 |
| Finest Brand of Ceylon-India Teas, | 50, 70, 80; best | 1.00 |

| | | CENTS PER POUND. |
|-------------------------|----------------------------------|------------------|
| Roasted Pea Berry | - - - - - | 32, 35 |
| Roasted Rio, Lauguayra, | | |
| Maracaibo and Java, | - 14, 16, 18, 20, 25, 28, 30, 35 | |
| Ground Coffees | - - 15, 18, 20, 25, 30; best | 35 |

| | | CENTS PER CAN. |
|--|--|----------------|
| The Great American Baking Powder, In ½-lb. Tin Cans - | | 25 |
| The Great American Cloves - | - - - - | 10, 15, 40 |
| The Great American Allspice - | - - - - | 10, 15, 40 |
| Nutmegs, Finest Imported (105 to 110 Nutmegs to the Pound) - | - - - - 70c., 80c., and \$1.00 per lb. | |

| | | CENTS |
|----------------|-----------|---------------|
| Corn Starch | - - - - - | per pound 10 |
| Laundry Starch | - - - - - | per package 9 |

These are our Special Discounts to Customers when we give no Premiums:

15 PER CENT. off on Tea, Baking Powder, Extracts and Spice
Orders of \$10 up to \$20.

25 PER CENT. off on Tea, Baking Powder, Extracts and Spice
Orders of \$50 up to \$100.

20 PER CENT. off on all Coffee Orders, Green, Roasted, or Ground.
Specially adapted for Institutions, Boarding Houses, large consumers.

20 PER CENT. off on Tea, Baking Powder, Extracts and Spice
Orders of \$20 and up to \$50:

30 PER CENT. off on Tea, Baking Powder, Extracts and Spice
Orders of \$100 and upwards.

French Breakfast and Dinner Coffee (ground) 25 cents per pound.
Very fine and economical Coffee.

.....IF YOU WANT GOOD GOODS GIVE US A TRIAL.....

THE GREAT AMERICAN TEA COMPANY, 31-33 Vesey St., New York, N. Y.

P. O. BOX 289.

*Good
morning*

HAVE YOU USED

PEARS' SOAP?



FLORIDA and CUBA
SOUTHERN RAILWAY.

FLORIDA CENTRAL & PENINSULAR R. R.

THE SHORTEST AND QUICKEST ROUTE

To the Winter Resorts of Georgia, Florida, Nassau and Cuba.

DOUBLE DAILY SERVICE THE YEAR ROUND.

DEPARTURE FROM NEW YORK.

4.20 P.M.
DAILY
The Washington and Southwestern Vestibuled Limited. Pullman Drawing-room Cars New York to Savannah, Everett (connection for Brunswick), Jacksonville, Ocala and Tampa, connecting with P. S. S. Line for

Havana (also carrying first-class coach, Dining Cars New York to Charlotte), Pullman Drawing-room Sleeping Cars New York to Augusta, connections at Trenton for Aiken.

12.05 A.M.
DAILY
U. S. Fast Mail. Pullman Drawing-room Sleeping Cars New York to Savannah and Jacksonville, connecting at Jacksonville with parlor cars to all points on Florida East Coast, connecting at Miami with Florida East Coast Steamship Co for Havana (Nassau after Jan. 10th), also for Tampa and points on the West Coast of Florida.

11.50 A.M.
DAILY EXCEPT SUNDAY
Resumes Service Jan. 16, 1899. The New York and Florida Limited, finest train in the world, operated solid between New York and St. Augustine, composed exclusively of Dining, Library, Observation, Compartment and Drawing-room Sleeping Cars, also carrying Pullman Drawing-room Sleeping Car New York to Aiken, excellent service to Augusta.

For Sleeping Car reservations, information, etc.; call on or address,

J. L. ADAMS,
Gen'l E. Agt., F. C. & P. R. R.
353 Broadway, N. Y.

A. O. MacDONELL,
Gen'l Pas. Agt., F. C. & P. R. R.
Jacksonville, Fla.

ALEX. S. THWEATT,
E. Pas. Agt., Southern R'y
371 Broadway, N. Y.

W. A. TURK,
Gen'l Pas. Agt., Southern R'y
Washington, D. C.

CLARENDON PRESS.

NEW PUBLICATIONS.

The Educational Systems of Great Britain and IRELAND. By GRAHAM BALFOUR, M.A. Crown 8vo, cloth, \$1.90.

Cæsar De Bello Gallico, Bks. 1-7.

According to the Text of Emanuel Hoffmann (Vienna, 1890). Edited, with Introduction and Notes, by ST. GEORGE STOCK. Post 8vo, cloth, \$2.60.

Leibniz, The Monadology.

And Other Philosophical Writings. Translated, with Introduction and Notes, by ROBERT LATTA, M.A., D.Phil. (Edin.). Crown 8vo, cloth, \$2.10.

First Lessons in Modern Geology.

By the late A. H. GREEN, M.A., F.R.S. Edited by J. F. BLAKE, M.A. Crown 8vo, cloth, 90 cents.

Lives from Cornelius Nepos, Miltiades, Themistocles, PAUSANIAS. With Notes, Maps, Vocabulary and English Exercises, by JOHN BARROW ALLEN, M.A. Extra Foolscap, 8vo. Stiff Covers. 40 cents.

These Lives are published, not as an absolutely first reading book for beginners, but as a first introduction to the pages of a Latin author, to suit the needs of such pupils as have learned their Nouns and Verbs, and have gained some notion of the simple Rules of Concord.

Geometry for Beginners.

An Easy Introduction to Geometry for Young Learners, by GEORGE M. MINCHIN, F.R.S. Extra Foolscap. 8vo. Stiff Covers. 40 cents.

Elementary Architecture for Schools, Art Students AND GENERAL READERS. By MARTIN A. BUCKMASTER, With thirty-eight full-page illustrations. Extra Foolscap. 8vo. Cloth. \$1.10.

Essays on Secondary Education.

By Various Contributors. Edited by CHRISTOPHER COOKSON, M.A. Crown 8vo. Paper Boards. \$1.10.

For sale by all Booksellers. Send for Catalogue.

OXFORD UNIVERSITY PRESS,

(American Branch) 91 and 93 Fifth Avenue, - NEW YORK.

Dodge's Outlines of English History.

This work, by S. S. Dodge, of the Chicago Public Schools, is designed to aid teachers and students in the presentation, study or review of English History. It aims to place before its readers a clear, continuous, interesting and suggestive outline of the social, political, intellectual and religious development of the English people from the earliest time down to the present. Considerable space has been devoted to the pre-historic inhabitants as showing the development of primitive man.

Special attention is also given to the origin of the English people; the life manners and customs of the Teutonic tribes. Special topics not fully discussed in the text-books have been enlarged upon, such as the Feudal System, Crusades, Chivalry, Knighthood, etc.

The Topical Reviews, topics for Written Work, Queer Queries, etc., will be found both useful and suggestive. The Outlines are helpful to those teachers who have books in which the text is too long for school use, also where a variety of books are in use. Paper binding, 128 pp., 25c.; board binding, 35c.

Giffin's Supplementary Work in Arithmetic.

By W. M. GIFFIN of the Chicago Normal School. In the series are:
PART I.—Lines and Diagrams. You will be surprised to see how much work you can do and have done by your pupils with common lines. The diagrams and plans are such as will suggest work for weeks. 96 pages. Price 30 cents.

PART II.—Area. It follows the plan of Part I. There are dozens of diagrams and enough work is mapped out to keep pupils busy for months. 96 pages. Price 30c.

PART III.—Percentage. On the same general lines as the other two parts. 50 pages. Price 25 cents postpaid.

PART IV.—Volume and bulk. 48 pages. Contains hundreds of practical problems in Mensuration. Many questions are asked and much work outlined. Price 25c. postpaid.

The four parts complete in one fine large volume, \$1 net.

Manual of Nature Study

BY GRADES. To Accompany the Course of Study for the City and Town Schools. By W. H. HERSHMAN, A.B., New Albany, Ind.

STATE Supt. GREETING, in the introduction, says: "Two objects in the nature study are kept constantly in mind: first to arouse and cultivate the habit of observation, and second, to impress the facts thus acquired upon the mind."

168 pages. Paper, 25 cents. Cloth, 35 cents.

A. FLANAGAN, Publisher and Bookseller,
CHICAGO, ILL.



THE BOLLES REVOLVING SASH CO, 150 NASSAU ST., NEW YORK.

Scribner's New Educational Books.

A HISTORY OF THE UNITED STATES

With the Declaration of Independence, The Constitution, Select Bibliographies, Chronologies, and Suggestive Questions to Pupils. By WILBUR F. GORDY, Principal of the North School, Hartford, Conn. Richly illustrated, and contains forty maps. \$1.00, *net*.

S. T. DUTTON, Superintendent Schools, Brookline, Mass.: "You have given an all-round treatment to the subject, bringing in much fresh matter, and not neglecting the social life of the people, as has been done by so many who have prepared text-books on the subject."

OUTLINES OF DESCRIPTIVE PSYCHOLOGY

By GEORGE T. LADD, D.D., LL.D., Professor of Philosophy in Yale University. Illustrated. 8vo, \$1.50, *net*.

BOSTON ADVERTISER: "Professor Ladd's 'Outlines of Descriptive Psychology' is indisputably a work of great merit. It has scientific, artistic, and literary excellence. It is practical in a way and to a degree that we do not remember to have found to be the case in any similar work. It does more than undertake to solve the mysterious problems of mental action. It gives not a little wholesome guidance to students who want to learn how to think."

OTHER NOTABLE NEW TEXT-BOOKS

Thatcher & Schwill's Europe in the Middle Age, \$2.00, *net*.

Thatcher's Medieval Europe, \$1.25, *net*.

Scripture's New Psychology, \$1.25.

Oxford Manuals of English History, each, \$.50, *net*.

Weber's History of Philosophy, \$2.50, *net*.

THE GREAT EDUCATORS

Hinsdale's Horace Mann, \$1.00, *net*.

Davidson's Rousseau, \$1.00, *net*.

Fitch's Thomas and Matthew Arnold, \$1.00, *net*.

Davidson's Aristotle, \$1.00, *net*.

West's Alcuin, \$1.00, *net*.

Compayre's Abelard, \$1.25, *net*.

Hughes' Loyola, \$1.00, *net*.

Bowen's Froebel, \$1.00, *net*.

DeGarmo's Herbart, \$1.00, *net*.

CHARLES SCRIBNER'S SONS, - 153-157 Fifth Avenue, New York.

Western Office, 334 Dearborn Street, CHICAGO.

Educators and Brain Workers

from all parts of the world use and commend

CROSBY'S Vitalized Phosphites



for the relief and prevention of all weaknesses resulting from overwork and anxiety. It gives active brain and nerves exactly what they need for their nutrition and normal action and will help any case of mental or nervous exhaustion. Shall we send you a descriptive pamphlet?

VITALIZED PHOSPHITES is a highly concentrated white powder from the phosphoid principle of the ox brain and wheat germ formulated by Prof. Percy, more than thirty years ago. It contains no narcotic.

Prepared only
by

Crosby's

56 W. 25th Street,
New York City

If not found at Druggists, sent by mail (\$1.00).

Crosby's Cold and Catarrh Cure.

The best remedy known for cold in the head, sore throat, and influenza. It does not contain cocaine, morphine, nor narcotic of any description. By mail, 50 cents.

AMERICAN HISTORY



First Steps in the History of Our Country

By William A. Mowry and Arthur May Mowry.

A fascinating elementary history, unique and superior. It weaves the story of our country through the sketches of 39 of the most eminent Americans, from Columbus to Edison, with the vivacity and skill of the accomplished story-teller. Epochs and movements are made the salient points. It is accurate, fair, and up to date. 320 pages, 213 illustrations. Introductory price, 60 cents.

A History of the United States for Schools

By W. A. Mowry and A. M. Mowry.

A complete, accurate, and well-articulated history for the higher grammar grades, high schools and colleges. It is masterly, graphic in style, animated with individuality, yet distinctly judicious. It is the kind of book that awakens discussion and that the teacher likes to handle. New edition covers the war with Spain. 438 pages. Introductory price, \$1.00.



Historical Geography of the U. S. Historical Charts of the U. S.

By Townsend MacCoun. A Book of plates and descriptive historical text, and a Series of great school-room charts, each unparalleled in value as aids for the study of our history.

Send for our Illustrated Catalogue of School Text-Books.

SILVER, BURDETT & COMPANY, Publishers
NEW YORK BOSTON CHICAGO

DO NOT CLIP
THIS NUMBER

School Board Number

THE

Forty-Four Pages

SCHOOL JOURNAL

NEW YORK AND CHICAGO

VOLUME LVIII., No. 5.
A YEAR. 10 CENTS A COPY.

FEBRUARY 4, 1899

61 E. 9th St., New York.
267 Wabash Av., Chicago, Ill.

STANDARD : BOTANICAL : TEXTS

PUBLISHED BY

THE AMERICAN BOOK COMPANY

| | |
|---|--------|
| Apgar's New Plant Analysis..... | \$.55 |
| Apgar's Trees of the Northern United States.. | 1.00 |
| Clark's Laboratory Manual in Practical Botany | .96 |
| Dana's Plants and Their Children..... | .65 |
| Gray's How Plants Grow..... | .80 |
| Gray's How Plants Behave..... | .54 |

Valuable and highly interesting books for the home or the school.

| | |
|--|------|
| Gray's Lessons in Botany..... | .94 |
| Gray's Manual of Botany..... | 1.62 |
| Gray's Lessons and Manual. In One Volume | 2.16 |

Standard and popular works adapted to use in colleges and schools.

| | |
|---|------|
| Gray's School and Field Book of Botany..... | 1.80 |
|---|------|

A text-book for high schools and academies.

| | |
|---|------|
| Gray, Watson and Robinson's Synoptical Flora of North America. Parts I. and II. Each. | 2.60 |
|---|------|

| | |
|--|------|
| Coulter's Botany of the Rocky Mountains..... | 1.62 |
|--|------|

A flora adapted to the mountain section of the United States, to the 100th meridian.

| | |
|--|------|
| Gray and Coulter's Text-Book of Western Botany | 2.16 |
|--|------|

Being Gray's Lessons and Coulter's Manual, bound in one volume.

| | |
|-------------------------------|------|
| Gray's Structural Botany..... | 2.00 |
|-------------------------------|------|

| | |
|-------------------------------------|------|
| Goodale's Physiological Botany..... | 2.00 |
|-------------------------------------|------|

Being Volumes I. and II. of Gray's Botanical Text-Book, the highest American authority.

| | |
|---------------------------------------|-----|
| Herrick's Chapters on Plant Life..... | .60 |
|---------------------------------------|-----|

A book for young readers giving much information in simple language.

| | |
|--|--------|
| Hooker's Botany (Science Primer Series)..... | \$.35 |
|--|--------|

A work of great value to the general reader or the casual student.

| | |
|--|-----|
| Hooker's Child's Book of Nature. Part I., Plants | .44 |
|--|-----|

An excellent class book and a great favorite for family reading.

| | |
|--|------|
| Steele's Fourteen Weeks in Botany..... | 1.00 |
|--|------|

Introducing the pupil at once to the study of the plant by means of living specimens.

| | |
|---------------------------------|------|
| Wood's How to Study Plants..... | 1.00 |
|---------------------------------|------|

The same as above work, with added chapters on Physiological and Systematic Botany.

| | |
|-------------------------------|-----|
| Wood's Lessons in Botany..... | .90 |
|-------------------------------|-----|

| | |
|---|------|
| Wood's American Botanist and Florist..... | 1.75 |
|---|------|

Both works recently revised by Prof. O. R. WILLIS. Remarkably well adapted to class instruction and private study.

| | |
|--------------------------------|------|
| Wood's Descriptive Botany..... | 1.25 |
|--------------------------------|------|

Being the Flora only of the American Botanist and Florist.

| | |
|--------------------------------------|------|
| Wood's New Class Book of Botany..... | 2.50 |
|--------------------------------------|------|

A standard work of great merit for the student's library.

| | |
|------------------------------------|-----|
| Youman's First Book in Botany..... | .64 |
|------------------------------------|-----|

| | |
|----------------------------------|------|
| Youman's Descriptive Botany..... | 1.20 |
|----------------------------------|------|

Laying the foundation for a knowledge of botany by a regular study of the plants themselves.

| | |
|-------------------------------------|------|
| Bentley's Physiological Botany..... | 1.20 |
|-------------------------------------|------|

Adapted to American schools as a sequel to Youman's Descriptive Botany.

| | |
|-------------------------------|------|
| Willis's Practical Flora..... | 1.50 |
|-------------------------------|------|

A valuable aid in the study of botany.

| | |
|---|------|
| Botanist's Microscope. With Two Lenses..... | 1.50 |
| The Same. With Three Lenses..... | 1.75 |

The above Books or Microscopes will be sent to any address on receipt of prices. Correspondence with reference to these and other superior text-books cordially invited.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA PORTLAND, ORE.

ANTISEPTIC SLATES

...FOR SCHOOLS...

Endorsed by the **BOARD OF HEALTH** of New York, and

Adopted by the **BOARD OF EDUCATION** for the Greater New York and Philadelphia, Pa.

They require no moisture whatever to erase the pencil marks. Hardwood frame sizes, 5 x 8, 6 x 9, and 7 x 10 inches, also in leaf slates and bound in cloth book form.

We are the only manufacturers of the Holly Antiseptic Slates, and are sold under our registered trade mark on each slate.

We are the original manufacturers of

SILICATE SLATED CLOTH,

ROLL BLACKBOARDS, SLATED PAPER,
WALL AND REVOLVING BLACKBOARDS,
BOOK SLATES, BLACK DIAMOND
AND ANSERINE SLATING,
IVORINE SHEETS, AND BLACK SHEETS.

BEWARE OF IMITATIONS.

Send for New Catalogue and Discounts.

The Holly Silicate Slate Co.,

MANUFACTURERS,

29 & 30, Shoe Lane, London, E. C., England. 203 Front Street, NEW YORK.

Price Means Nothing Till You Have Seen the Goods.



CATALOG
and

Supplement

Free

and Postpaid.

Send Now!

THE • AAB • MICROSCOPE

is designed especially to meet the requirements of Secondary Schools, both in *Quality, Convenience, and Price*

DUTY FREE PRICES TO SCHOOLS.

Subscribe for the **Journal of Applied Microscopy** One Dollar per year.
Sample Copy Free.
Publication Dept't Bausch & Lomb Optical Co., Rochester, N. Y.

BAUSCH & LOMB OPTICAL COMPANY,

561 North St. Paul Street, Rochester, N. Y.

Roudebush • Series.

WRITING BOOKS

Adopted by Three States. 650,000 sold First Year. "Rapid Vertical Style." Most Economical.

WRITING SPELLERS

"Rapid Vertical Style." Conforming with Writing Books No. 1, Double Ruled; No. 2, Single Ruled. 1440 Words and 180 Corrected Words.

VERTICAL PENS

Our Roudebush Vertical Pens are especially satisfactory for Rapid Vertical Writing. No. 1, Medium; No. 2, Medium Fine; No. 3, Very Fine. Quality guaranteed. Very smooth and durable.

ATLAS SCHOOL PENS

40 cents per gross.

ATLAS SCIENCE TABLETS

For Laboratory Notes and Drawings in Physiography, Biology, Physics, and Chemistry.

ATLAS SCIENCE

NOTE BOOK AND SCRATCH TABLET

Send for Samples and Prices.

CENTRAL SCHOOL SUPPLY HOUSE

Wabash Avenue and Randolph Street, Chicago.

The....

A. H. Andrews Co.,

300-304 Wabash Ave., Chicago, Ill.

A National Reputation

for the best **School Furniture** is easily maintained when **Best Material, Honest Workmanship** and **Superior Finish** enter into its manufacture. **Everybody knows**—or ought to know—that **We Do**, while **Others Talk**, but that **Talk Doesn't Win**, while **Doing Does**.

We are proud of our reputation and proud of our **New Improved Desks**.

We keep the former and sell the latter—by the thousands.

Send for Descriptive Circulars and Prices of the

Andrews' New Adjustable and

Andrews' Rugby School Desks.

Ask us about Maps, Globes, Charts, Blackboards, in fact Everything for Schools.

WASHINGTON and LINCOLN

We described in the colored advertising pages of this paper, for January, the best helps for WASHINGTON'S BIRTHDAY and LINCOLN'S BIRTHDAY. Here are the titles—refer, for descriptions, to the January number.

| | |
|---|----------|
| HOW TO CELEBRATE WASHINGTON'S BIRTHDAY | |
| Price..... | 25 cents |
| LINCOLN, THE PATRIOT | |
| Price..... | 15 cents |
| FANCY DRILLS AND MARCHES | |
| Price..... | 25 cents |

| | |
|------------------------------------|----------|
| BANNER DAYS OF THE REPUBLIC | |
| Price..... | 15 cents |
| PRIMARY RECITATIONS | |
| Price..... | 25 cents |
| PATRIOTIC QUOTATIONS | |
| Price..... | 25 cents |

THE RECEPTION DAY SERIES—Six Numbers.

The Best and Cheapest Books for General School Entertainments.

Each contains about 160 pages of most carefully selected and usable material, including

RECITATIONS, DECLAMATIONS, DIALOGUES, CLASS EXERCISES, MEMORIAL DAYS.

It contains material for all grades: the primary classes are especially remembered. Excellent selections for special occasions, such as Washington's Birthday, Thanksgiving, and Christmas. Only 20 cents each; the set of six books, containing over 900 pages, for \$1.00.

PREPARE EARLY FOR ARBOR DAY—THE BEST BOOK OF HELPS IS

HOW TO CELEBRATE ARBOR DAY IN THE SCHOOL-ROOM

For the Primary, Grammar, and High School.

This book is similar in plan and form to our WASHINGTON'S BIRTHDAY book and contains 93 solid pages. All the selections are fresh and new and are selected both for their excellence and their practical usefulness in making up a program for the day. The following Table of Contents will give an idea of the book:

- | | |
|--------------------------------------|----------------------------------|
| I. THE ORIGIN OF ARBOR DAY. | V. RECITATIONS AND SONGS. |
| II. HINTS ON PLANTING THE TREES. | VI. FIFTY QUOTATIONS. |
| III. ARBOR DAY IN THE UNITED STATES. | VII. THE PINK ROSE DRILL. |
| IV. SPECIAL EXERCISES. | VIII. ARBOR DAY PROGRAMS. |
| 1. The Arbor Day Queen. | 7, 8. May, The Poetry of Spring. |
| 2. Thoughts about Trees. | 9. The Plea of the Trees. |
| 3. Little Runaways. | 10. Tree Planting Exercise. |
| 4. November's Party. | |
| 5. The Coming of Spring. | |
| 6. Thru the Year with the Trees. | |

Suggestions as to the most effective use of each exercise and recitation and the seven Arbor Day Programs are features which will be appreciated by the busy teacher. Price, 25 cents, postpaid.

TWENTY-FOUR PAGE PROGRAM FOR ARBOR DAY

Recitations, Declamations, Songs, Readings, &c. A Program ready for use. Single copies, 10 cents; per dozen, \$1.00; fifty copies, \$3.25; per hundred, \$5.50. We pay postage or expressage on all orders. Supply your school.

SPRING AND SUMMER SCHOOL CELEBRATIONS.

Exercises, Tableaux, Pantomimes, Recitations, Drills, and Songs for Celebrating Easter, May Day, Memorial Day, Fourth of July, Closing Day.

EDITED BY ALICE M. KELLOGG.

This is one of the best and largest of our School Celebration Series. The selections are all bright and fresh.

160 Pages. Price.....25 cents, postpaid

A FANCY SCARF DRILL.

For Girls. Very pretty and graceful. 30 Illustrations. Music. Price, 15c.

PRIMARY FANCY DRILLS

Contains two drills as follows: 1—THE FAN FAIRIES. For girls. Contains Illustrations and Music. 2—A DRILL WITH RINGS. For girls and boys, or all girls. Very effective. Full directions and illustrations. Price, 15 cents.

WORK CONQUERS.

For a school entertainment. Requires 19 speakers: 11 girls and 8 boys. Includes Songs and Recitations. New and attractive. Price, 15 cents.

AUTHORS' BIRTHDAYS.

NO. 1 CONTAINS 25 SEPARATE PROGRAMS.

LONGFELLOW, 5 Programs. BRYANT, 4 Programs. HAWTHORNE, 3 Programs.
HOLMES, 3 Programs. BURNS, 3 Programs. DICKENS, 3 Programs.
SHAKESPEARE, 4 Programs.

NO. 2 CONTAINS 25 SEPARATE PROGRAMS.

WHITTIER, 4 Programs. EMERSON, 3 Programs. LOWELL, 3 Programs.
IRVING, 3 Programs. MILTON, 4 Programs. TENNYSON, 5 Programs.
SCOTT, 3 Programs.

This is the way to interest your pupils in the great American and English Authors. Your class will take a more vital interest in learning about a famous author if his life and works are discussed on the date of his birth. This book will enable you to teach literature in a most enjoyable and practical way. Illustrated with Portraits. Price, each, 25 cents postpaid.

MOTHER NATURE'S FESTIVAL

FOR A SCHOOL EXHIBITION.

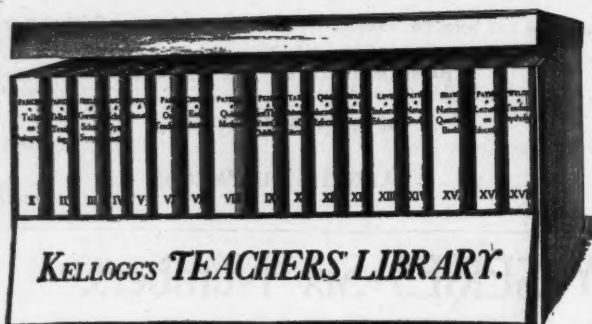
The Characters are Mother Nature, April, May, Birds, Flowers, Trees.

From twenty-five to fifty children can take part. The costumes may be simple or quite elaborate. This will make a very pretty entertainment for any spring occasion.

Price.....15 cents, postpaid

E. L. KELLOGG & CO., Educational Publishers, 61 East Ninth St., New York.

YOU CANNOT READ



all the educational books. It is not desirable that you should. No teacher has the time. Hundreds of them—good, bad, and indifferent—are coming from the press. But you should OWN, AND READ, AND STUDY THE BEST. KELLOGG'S TEACHERS' LIBRARY contains seventeen volumes very carefully selected, each a classic, making up a complete library of education, covering the subject on all sides. The teacher who can afford to buy all the books he wants, need not read this. We are looking out for the earnest teacher of smaller means who wants a library to help him in his work. And so—send \$2 and we place the library in your hands, transportation paid and you have eighteen months to pay the balance.

A SPECIAL REQUEST TO READERS.

We want to hear from every one who reads this advertisement. If you have some of these books, please write us, stating what ones you have and asking us to make you a proposition for supplying the balance. If you haven't the books, and would like them, send in your order. If anything prevents your doing that at once write us the reason—perhaps we can help you.

CUT OUT THE ORDER BLANK BELOW AND SEND TO US AT ONCE, WITH \$2.00, AND WE WILL DELIVER THE BOOKS AT ONCE.

E. L. KELLOGG & CO. 18

Please send me, prepaid, KELLOGG'S TEACHERS' LIBRARY, for which I enclose \$2.00 and agree to pay the balance (\$18.00) in monthly installments of \$1.00 each, beginning

..... 15th, 18.....

Signed..... St. and No.....

P. O..... Co..... State.....

Payment to be made by Money or Express Order, Registered Letter or Bank Draft on New York and sent to your New York office on dates agreed upon.

THIS IS THE LIST:

| | |
|--|--------|
| 1. Parker's Talks on Pedagogics..... | \$1.50 |
| 2. Parker's Talks on Teaching..... | 1.00 |
| 3. Seeley's Common School system of Germany..... | 1.00 |
| 4. Bancroft's School Gymnastics..... | 1.00 |
| 5. Spencer's Education..... | 1.00 |
| 6. Page's Theory and Practice of Teaching..... | 1.00 |
| 7. Currie's Early Education..... | 1.25 |
| 8. Patridge's Quincy Methods..... | 1.25 |
| 9. Perez's First Three Years of Childhood..... | 1.00 |
| 10. Tate's Philosophy of Education..... | 1.00 |
| 11. Quaker's Educational Reformers..... | 1.00 |
| 12. Nostrum's Notes on the Science and Art of Education..... | 1.00 |
| 13. Love's Industrial Education..... | 1.00 |
| 14. Payne's Nature Study..... | 1.00 |
| 15. Shaw's National Question Book..... | 1.75 |
| 16. Payne's Lectures on Education..... | 1.00 |
| 17. Welch's Teachers' Psychology..... | 1.25 |

FINE
PICTURES.

ANIMALS

INTERESTING
DESCRIPTIONS.

Here Is What Some Teachers Have Written About It.

"I find your ANIMALS excellent. By its aid I have been able to arouse a greater interest in my Geography class than by anything I ever tried."

"I use ANIMALS very profitably for composition work. The descriptions given interest the children and they go to other works with much eagerness, for further information. Composition writing has become a pleasure under this plan."

"The pictures are so fine that I mount them and they help a great deal in decorating my school-room."

"My lessons in Natural History are made very interesting and profitable by the aid of your publication, ANIMALS, to which I subscribed recently."

The above are selected from a large number of approving letters, as showing the variety of ways in which ANIMALS is profitably used in schools. Six numbers are now ready. Coupons for the first five appeared in the January number of this paper. Below will be found coupon for No. 6 and special coupon enabling you to get these six parts at special price.



DOMESTIC ANIMALS FREE.

To encourage subscriptions for an entire year (12 numbers) we offer the reduced rate of \$1.50. To every one ordering ANIMALS for one year, we will send, entirely free, a set of handsome colored pictures of Domestic Animals, supplementing in an excellent way the wild animals, and of much interest and value in school work.

DOMESTIC ANIMALS

consists of a set of handsome colored pictures, 10x12 in. in size, including pictures of Cat, Horse, Pigs, Reindeer, Dog, Rabbits, Sheep, Camel, Cow, Goat, Donkey, Rooster, Turkey, Ducks. The set sells in the stores for 30 cents. By special arrangement with the publishers we are enabled to offer it free to our subscribers.

6
This
Coupon
with
15 Cents
entitles
the sender to
Part 6 of
Animals.

1-6
This
Coupon
with
75 Cents
entitles
the sender to
Parts 1-6 of
Animals.

E. L. KELLOGG & CO, Publishers, 61 East Ninth Street, New York.



16 Pages. 6 x 9 inches.

OUR TIMES

is a newspaper for young people, for busy people, for people who want to be abreast of the times, but have no taste for murders and scandals and prize fights; it is for the teacher, the pupil, his parents. It is in magazine form (making it very convenient), is published twice a month, sixteen pages in each issue. It gives, in condensed form, the important news of the world, both domestic and foreign; tells of the latest things in geographical knowledge, and in scientific investigation; discusses the important questions of the hour; is extensively illustrated. It is taken by a large number of teachers; by parents, for their children; by schools, for current events exercises, and for supplementary reading. Teachers send us many clubs from their pupils. The cost is but 50 cents a year; in clubs of five or more, 40 cents. If you have never seen it, we shall be glad to send you a sample copy. We make, this month, some attractive combinations with very interesting and desirable articles, for which see below.

FUN WITH ELECTRICITY

consists of a box containing 20 different articles, together with a book of instructions having 38 illustrations and 55 pages. With this outfit sixty experiments in frictional electricity, for boys and girls, can be performed. It is amusing and at the same time instructive. The experiments are systematically arranged. Here are some of them: Chain Lightning, An Electric Whirligig, The Baby Thunderstorm, A Race with Electricity, An Electric Frog Pond, An Electric Ding-Dong, The Magic Finger, Daddy Long-Legs, Jumping Sally, An Electric Kite, Very Shocking, Condensed Lightning, An Electric Fly-Trap, The Merry Pendulum, An Electric Ferry-Boat, A Funny Piece of Paper, A Joke on the Family Cat, Electricity Plays Leap Frog, Lightning Goes Over a Bridge, Electricity Carries a Lantern, and 40 others. Price, 65 cents.



Our Special Offer.

We will send you, postpaid, this useful piece of apparatus and *OUR TIMES* for one year, on receipt of 85 cents, or will send it free for three new subscribers. Or we will send it free to any present subscriber to *TEACHERS' INSTITUTE* or *PRIMARY SCHOOL*, who sends us one new subscriber for either of these papers.

FUN WITH MAGNETISM



contains an outfit similar to that shown in the illustration, with book of instructions for performing 61 experiments in magnetism. Some amusing experiments: Something for Nervous People to Try, The Jersey Mosquito, The Stampede, The Runaway, The Dog-Fight, The Whirligig, The Naval Battle, A String of Fish, A Magnetic Gun, A Top Upsidedown, A Magnetic Wind-Mill, A Compass Upsidedown, The Magnetic Acrobat, and many others. Price, 35 cents.

Our Special Offer.

We will send you this delightful set and *OUR TIMES* one year, on receipt of 65 cents; or will send it free for two new subscriptions; or we will send it free to any present subscriber to *TEACHERS' INSTITUTE* or *PRIMARY SCHOOL*, who sends us one new subscriber for either of these papers.

If you are not a subscriber to the *SCHOOL JOURNAL*—the oldest and greatest educational weekly—write for our special introductory terms.

What is Educational Foundations?

It is a publication designed for you, if you are desirous of knowing more about education; if you want to get at the foundation principles on which good teaching is based; if you want to know what great educators have done in the past in order that you may the better know what to do and to avoid in your own school; if you want to know how to study intelligently. It is not intended to take the place of such papers as *THE TEACHERS' INSTITUTE* and *PRIMARY SCHOOL*. They deal with methods; *FOUNDATIONS* deals with principles. It furnishes a *HOME NORMAL COLLEGE* to those who have not had the advantage of study in such an institution; it enables all teachers to keep abreast of the current thought about education. It is taken by city, county, and village reading circles; it is used in teachers' meetings; and a small army of teachers, by themselves, are studying it, gaining power, and preparing themselves for promotion. This is a good time for you to begin. Every subscriber this year receives free our great new book,

Educational Creeds of the Nineteenth Century.

But any subscriber who prefers, may have instead a copy of either *Page's Theory and Practice of Teaching*, *Quick's Educational Reformers*, or *Sinclair's First Years at School*. Subscription price, \$1.00. Clubs of two or more, 80 cents each.



Prof. JOHN DEWEY, of Chicago University, whose *Educational Creed* has been characterized as the strongest educational writing since Spencer wrote his "Education."

We publish several hundred of the best teachers' aids and greatest books on education. Our catalog describes them fully, and can be obtained on application.

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th Street, New York.

BLACKBOARD STENCILS FOR ILLUSTRATIONS.

There is no means so cheap and so satisfactory for illustrating the various lessons in school, and for decorating the blackboard for special seasons as blackboard stencils. They will provide.

Subjects for Compositions.
Models for Drawing Lessons.
Maps for Geography and History Lessons.
Illustrations in Physiology.
Portraits of Great Men.

Plant and Animal Pictures for Nature Work.
Material for Object Lessons.
Borders for Decoration.
Correct Forms of Letters.
Special Pictures for Holiday Times.

Our designs are carefully drawn, well perforated, and of a high degree of artistic merit. And they are very cheap. Please order by number.

5-CENT STENCILS.

1bx24 inches. Price, singly, 5 cents each; 6 for 25 cents; 20 or more at 30 per cent. discount.

Language Lessons.

- | | | |
|----------------------------|--------------------------------|-----------------------|
| 1 In a Swing | 6 Feeding Doves | 11 Two Lillies |
| 2 Jumping Rope | 7 Rolling the Hoop | 12 Training Pussy |
| 3 Leap Frog | 8 Blowing Soap bubbles | 13 What Do I Care |
| 4 Kite Flying | 9 In a Toboggan | 14 Fast Friends |
| 5 Skating | 10 Where am I? | 15 Dance, Little Baby |
| 16 In, How High! | 21 Saved From Drowning | |
| 17 Naughty Tab and Dash | 22 St. Bernard Dog and Boy | |
| 18 "My Pony Loves Sugar" | 23 Learning to Read | |
| 19 Can I Get Them? | 24 Who Broke the Window? | |
| 20 Mud Pies | 25 The Milkmaid | |
| 21 Wide Awake | 26 Kittens among the Flowers | |
| 22 Fast Asleep | 27 Little Red Riding Hood | |
| 23 Have You Been Bathing? | 28 The Secret | |
| 24 The Pet Squirrel | 29 Is it going to rain? | |
| 25 Learning to Walk | 30 Lord Fauntleroy | |
| 26 Girl with Parasol | 31 Girl with Chickens | |
| 27 Girl's Face | 32 Girl and Rabbits | |
| 28 Boy's Face | 33 Spinning Wheel | |
| 29 Boy playing Fife | 34 Locomotive | |
| 30 Chasing the Butterfly | 35 Harp | |
| 31 Baby in Cradle | 36 Mother Goose | |
| 32 Playing Horse | 37 Watching the Chickens. | |
| 33 Over the Garden Wall | 38 Playing with Kitty. | |
| 34 Dog with Cane | 39 Boy Feeding Rabbit. | |
| 35 The Selfish Girl | 40 Girl Holding Cat. | |
| 36 Boy with Trumpet | 41 Dog and Bird. | |
| 37 Boy on Bicycle | 42 Boy Trumpeter. | |
| 38 Dog and Hat | 43 My hip went Sailing. | |
| 39 The Courageous Hen | 44 Tulip Vase. | |
| 40 Dressing Kitty | 45 Horse at the Fence. | |
| 41 Giving the Dolls a Ride | 46 Will you have a tower, Miss | |
| 42 Placing Soldier | 47 Knocking the cat babies. | |
| 43 Sailor Baby | 48 Polly goes shopping. | |
| 44 Boys and Sail Boat | 49 A Rainy Day. | |

Animals.

- | | | |
|----------------------|------------------|-------------------|
| 46 Cow and Calf | 52 Cat | 68 Hyena |
| 47 Horse and Colt | 53 Sheep | 69 Kangaroo |
| 48 Elephant and Baby | 54 Pig | 70 Donkey |
| 49 Camel | 55 Goat | 71 Rhinoceros |
| 50 Reindeer | 56 Rabbit | 72 Hippopotamus |
| 51 Dog | 57 Bat | 73 with Houdah |
| 52 Mouse | 58 Rat | 74 Tiger |
| 53 Lynx | 59 Wolf | 75 Seal |
| 23 Pair of Swallows | 60 Fox | 76 Whale |
| | 29 Fox and Young | 77 Baboon |
| | | 78 Beaver at Work |

Nationalities.

- | | | |
|-------------------------------|------------------------|-----------------------|
| 249 Chinaman with Basket | 290 A Little Hollander | |
| 250 Indian with Gun | 291 Canadian Boy | 292 Japanese [Girl] |
| 251 Indian with Bow and Arrow | 293 English Sailor Lad | |
| 252 Esquimaux | 294 A Scotch Lad | 294 Little Dutch Girl |

Plants, Flowers, and Fruit.

- | | |
|---------------------------|---------------------|
| 71 Wild Rose | 74 Tulips |
| 72 Calla Lily | 75 Pear Blossom |
| 73 Solomon's Seal | 76 Wood Violet |
| 77 Pond Lilies | 80 Fuchsias |
| 78 Roses | 236 Pinks |
| 79 Morning Glor. | 237 Hollyhocks |
| | 238 Canadian Lilies |
| 239 Apple Blossoms | 240 Daisies. |
| 241 Spray of Oranges | |
| 242 Spray of Peaches | |
| 243 Spray of Strawberries | |
| 244 Oak Branch and Acorns | |
| 245 Spray of Pears | 263 Flax Plant |
| 247 Banana Tree | 264 Indian Corn |
| 258 Tea Plant | 273 Almonds |
| 259 Coffee Plant | 274 Olives [late] |
| 260 Pineapple | 275 Pomegran. |
| 261 Cotton Plant | 299 Passion |
| 262 Tobacco Plant | Flower |
| 263 Charter Oak. | |
| 264 Golden Rod | 345 Chrysanthemum |

Birds.

- | | |
|-----------------|-----------------|
| 81 Quail | 84 Stork |
| 82 Woodcock | 85 Swan |
| 83 Eagle Flying | 267 Condor |
| 268 Tailor Bird | 283 Cuck |
| 281 Ostrich | 284 Thrush |
| 282 Snipe | 285 Night-heron |
| 337 Robin | 340 Blue Jay |

Buildings.

- | | |
|---------------|--------------|
| 91 Lighthouse | 94 Hop House |
| 92 Water | 95 Fort |
| 93 Wind Mill | |

Old and Young.

- | |
|-----------------------|
| 86 Hen and Chickens |
| 87 Goose and Goslings |
| 88 Duck and Ducklings |
| 89 Owl and Owlets |
| 90 Bird and Young |

Portraits.

- | | |
|-----------------------|--------------------|
| 36 Washington | 42 Longfellow |
| 37 Jefferson | 43 Emerson |
| 38 Jackson | 44 Bryant |
| 39 Lincoln | 45 Tennyson |
| 40 Grant | 251 P. de Leo |
| 41 Whittier | 252 Edison |
| 253 B. Franklin | 319 Holmes. |
| 254 H. M. Stanley | 320 Hawthorne. |
| 255 G. Cleveland | 321 Lowell. |
| 256 Henry Ward | 322 Columbus. |
| | Hecker |
| 323 Napoleon. | |
| 324 McKinley. | 327 Queen Victoria |
| 325 Irving | 328 Garfield |
| 326 Martha Washington | 331 Froebel |

Patriotic List.

- | | |
|------------------------|-------------------|
| 96 The American Flag | |
| 97 Liberty Bell | |
| 98 U. S. Coat of Arms | |
| 99 The American Eagle | |
| 100 Goddess of Liberty | |
| 201 Ship of Columbus | |
| 202 The Mayflower | |
| 318 Charter Oak | |
| 346 Tomb of Gen. Grant | |
| 325 Ad. Dewey | 331 Ad. Sampson |
| 327 Com. Schley | 329 Lieut. Hobson |
| 328 Maj. Gen. Mills | |

10-CENT STENCILS.

All are 24x36 in. and 10 cents each except where indicated. Three or more 10-cent stencils at 7 cents each or 16 for \$1.00.

MAPS.

- | | | |
|-----------------------------------|-------------------|----------------------------|
| 501 Eastern Hemisphere | 509 Africa | 575 Cuba. |
| 502 Western Hemisphere | 510 Australia | 576 Hawaiian Is. |
| 503 Mercator's Eastern Hemisphere | 511 British Isles | |
| 504 Mercator's Western Hemisphere | 512 Mexico | |
| 505 North America | 513 Canada | |
| 506 South America | 514 West Indies | |
| 507 Europe | 508 Asia | 574 New York and Vicinity. |

Separate States and Territories.

- | | | | |
|-----------------|-----------------|-------------------|---------------|
| 524 Alaska | 532 Delaware | 540 Kansas | 548 Missouri |
| 525 Alabama | 533 Florida | 541 Kentucky | 549 Minnesota |
| 526 Arizona | 534 Georgia | 542 Louisiana | 550 Montana |
| 527 Arkansas | 535 Idaho | 543 Maine | 551 New Hamp. |
| 528 California | 536 Illinois | 544 Maryland | 552 N. J. rey |
| 529 Colorado | 537 Indiana | 545 Massachusetts | 553 N. Mexico |
| 530 Conn. | 538 Iowa | 546 Michigan | 554 New York |
| 531 Dakota | 539 Iowa | 547 Mississippi | 555 Nebraska |
| 532 Nevada | 540 Penn. | 548 Texas | 556 Wash. |
| 533 N. Carolina | 541 R. Island | 549 Utah | 557 West Va. |
| 534 Ohio | 542 S. Carolina | 550 Vermont | 558 Wisconsin |
| 535 Oregon | 543 Tenn. | 551 Virginia | 559 Wyoming |

Groups of States.

- 515 NEW ENGLAND comprising Me., N. H., Vt., Mass., R. I., Ct.
516 MIDDLE ATLANTIC—N. Y., N. J., Pa., Del., Md., Va., and W. Va.
517 SOUTHERN STATES, (three groups). No. 1, N. C., S. C., Ga., Fla., Ala., Miss., La., and Tex.
518 No. 11.—W. Va., Va., N. C., S. C., Ga., Fla., Ala., and Miss.
519 No. 11.—Ark., La., Tex., and Indian Ter.
520 CENTRAL STATES (two groups). No. 1, Minn., Wis., Mich., Ia., Ill., Ind., Ohio, Mo., and Ky.
521 No. 11.—Daks., Minn., Wis., Mich., Neb., Ia., Ill., Ind., Ohio, Kan., Mo., and Ky.
522 WESTERN STATES (two groups). No. 1, Wash., Idaho, Mon., Daks., Oregon, Wyoming, Nev., Cal., Nev., Utah, Cal., Arizona Ter., N. Mex., Ind. Ter., and Tex.
523 11.—Wash., Idaho, Mon., Oregon, Wyoming, Cal., Nev., Utah, Cal., Arizona Ter., New Mex.

Large Maps.

- 572 United States. 34 x 56. Price, 50 cents.
573 Mercator's Eastern and Western Hemisphere with Western Hemisphere repeated, 24 x 56. Price, 50 cents.

Geographical and Historical.

- | | |
|------------------------------|-----------------------------|
| 141 Washington on Horseback. | 145 A Pass or Notch. |
| 142 Trenton Battle Monument. | 146 Rocky Mts.—snow-capped. |
| 143 Palestine. | 148 A Crater Mouth. |
| 147 A Geyser. | 149 Volcano in Action. |

Botanical.

- | | |
|------------------------------|-------------------------------|
| Types of Roots. | 10 cts. each. Set, 50 cts. |
| Types of Corolla. | 315 Type of Pulse Family. |
| 312 Type of Crowtoot Family. | 316 Type of Mint Family. |
| 313 Type of Mustard Family. | 317 Type of Composite Family. |

Borders.

The borders are made to be placed around the edge of the blackboard, lined in with white or colored crayon, thus beautifying the rooms. 10 borders, size 24 x 36 inches. Price 10 cents each.

- | | |
|-----------------------------|------------------------------------|
| 101 Spiral Curves | 109 Holly Leaf and Berries |
| 102 Greek Fret | 110 Holly Leaf and Berries |
| 103 Triangular Combinations | 133 Tulip |
| 104 Greek Fret | 134 Passion Flower |
| 105 Greek Pattern Anthemion | 135 Morning Glory |
| 106 Egyptian Lotos | 136 Roman Anthemion |
| 107 Ivy Leaf | 136 Narcissus |
| 108 Oak-Wood | 157 "Welcome" in Old Eng. Letters. |
| 148 Calendar | 347 Word "Program" |

Rolls of Honor.

These designs are placed on the board and used as incentives. The names of those pupils perfect in deportment or lessons are placed under the words of Roll of Honor, Excelsior, etc. Use colored crayon. 12x36 in.

- | | |
|---------------------------|------------------------------|
| 111 Script Letters, plain | 114 German Text |
| 112 Script Letters, fancy | 115 American Eagle on Shield |
| 113 Old English Letters | 116 Excelsior |

For Washington's Birthday.

- In Old English Text, 24x36 in., 10 cts. each; the set, 40 cents.
152 The Father of His Country. 153 George Washington 1732-1799.
154 First in W. r., First in Peace and First in the Hearts of His Countrymen
155 Commander-in-Chief of the Continental Army.
156 First President of the United States.

Writing Charts.

- 117 Capitals and Small Letters each about 6 ins. high. Size of Stencils 9x3 in. Price, 50 cents a set of 11 charts.
161 Hand Holding Pen. 24x36. 10 cents.
158 Vertical Letter Form. 50 cts.

Physiology Charts.

- Price, 10 cents each. Set of seven, 50 cents.
118 Bones. 119 Skull. 120 Heart. 121 Lungs.
122 Eye in Section. 123 Liver. 124 Intestines.

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th Street, New York.

Ginn & Company's Newest Books

Hoyt's World's Painters and Their Pictures

By **DERISTHE L. HOYT** of the Massachusetts Normal Art School. 272 pages. Fully illustrated. \$1.25.

Bird World

A Bird Book for Children. By **J. H. STICKNEY**, assisted by **RALPH HOFFMANN**. 214 pages. Fully illustrated. 60 cents. *Study and Story No. ure Reader Series.*

Catherwood's Heroes of the Middle West

By **MARY HARTWELL CATHERWOOD**. 141 pages. Illustrated. 50c.

The Poems of William Collins

Edited by Professor **WALTER C. BRONSON**, of Brown University. LXXXV + 135 pages. 90 cents. *Athenæum Press Series.*

Hemph's Easiest German Reading for Learners, Young or Old

By **GEORGE HEMPEL**, Professor of English Philology and General Linguistics in the University of Michigan. 82 pages. 40 cents.

Beal's Seed Dispersal

By **WILLIAM J. BEAL**, Professor of Botany and Forestry, Michigan State Agricultural College. 87 pages. Illustrated. 35 cents.

Altes und Neues

A German Reader for Young Beginners. By **KARL SEELIGMANN**, Teacher of German, Harvard School, Chicago. 125 pages. 40 cents. *International Modern Language Series.*

PHYSICAL GEOGRAPHY

By **WILLIAM M. DAVIS**,

Professor of Physical Geography in Harvard University.

Assisted by **WILLIAM H. SNYDER**,

Master in Science in Worcester Academy, Worcester, Mass.

12mo. Half Leather. 428 pp. Illustrated. For Introduction, \$1.25

This newest text-book on Physical Geography presents the leading principles of this branch of science in a form admirably adapted to the needs of pupils in secondary schools. The subject is treated as dealing with "the physical environment of man." The description of the geographical controls by which man's ways of living are determined constitutes the main theme of the book.

Especial care has been taken to adapt the descriptions and explanations to the capacity of pupils in our higher schools. Unusual technical terms have been excluded almost wholly. Geometrical and physical explanations have been set apart in an Appendix, in order that the progress of pupils who have not studied geometry and physics may not be embarrassed.

Descriptive circulars of the above-named books sent, postpaid, on application.

GINN & COMPANY, Publishers,

BOSTON NEW YORK CHICAGO
ATLANTA DALLAS

CLARENDON PRESS.

NEW PUBLICATIONS.

The Educational Systems of Great Britain and IRELAND. By **GRAHAM BALFOUR**, M.A. Crown 8vo, cloth, \$1.90.

Cæsar De Bello Gallico, Bks. 1-7.

According to the Text of Emanuel Hoffmann (Vienna, 1890). Edited, with Introduction and Notes, by **ST. GEORGE STOCK**. Post 8vo, cloth, \$2.60.

Leibniz, The Monadology.

And Other Philosophical Writings. Translated, with Introduction and Notes, by **ROBERT LATTA**, M.A., D.Phil. (Edin.). Crown 8vo, cloth, \$2.10.

First Lessons in Modern Geology.

By the late **A. H. GREEN**, M.A., F.R.S. Edited by **J. F. BLAKE**, M.A. Crown 8vo, cloth, 90 cents.

Lives from Cornelius Nepos, Miltiades, Themistocles, PAUSANIAS. With Notes, Maps, Vocabulary and English Exercises, by **JOHN BARROW ALLEN**, M.A. Extra Foolscap, 8vo. Stiff Covers. 40 cents.

These Lives are published, not as an absolutely first reading book for beginners, but as a first introduction to the pages of a Latin author, to suit the needs of such pupils as have learned their Nouns and Verbs, and have gained some notion of the simple Rules of Concord.

Geometry for Beginners.

An Easy Introduction to Geometry for Young Learners, by **GEORGE M. MINCHIN**, F.R.S. Extra Foolscap. 8vo. Stiff Covers. 40 cents.

Elementary Architecture for Schools, Art Students

AND GENERAL READERS. By **MARTIN A. BUCKMASTER**. With thirty-eight full-page illustrations. Extra Foolscap. 8vo. Cloth. \$1.10.

Essays on Secondary Education.

By Various Contributors. Edited by **CHRISTOPHER COOKSON**, M.A. Crown 8vo. Paper Boards. \$1.10.

For sale by all Booksellers. Send for Catalogue.

OXFORD UNIVERSITY PRESS,

(American Branch) 91 and 93 Fifth Avenue, - NEW YORK.

THE WASHINGTON AND LINCOLN BOOK.

By **Lydia Avery Coonley** and **Minnie M. George**.

Special Exercises and Language and Literature Lessons in Primary and Intermediate Grades.

It has been almost impossible to find suitable or interesting material for Lincoln birthday exercises in primary grades.

This book was written in response to requests from teachers for something simple enough for pupils in the first four grades to understand and enjoy.

The purpose of the book is to give also a series of language and literature lessons in the study of Washington and Lincoln.

IT CONTAINS

The story of the life of each of these great men written in the form of a poem. The poem is divided into parts or short poems of suitable lengths for recitations. Each part of the story or poem deals with some phase of the lives of these men.

The home, school, boyhood, sports, books, love of study, courage, honesty, great strength, kindness, obedience, manhood, work, war experience, experience at the White House, are each treated in poems under these heads, which the youngest child can understand and memorize.

It contains also a program for the birthday exercises, Lincoln, Washington, flag and patriotic songs written especially for this day, and a number of fine, large half-tone pictures.

Among the pictures are those of Washington (bust), Washington on horseback, Martha Washington, Washington's Birthplace and Mt. Washington as it is to-day, the Historic Elm, Washington's Monument, George and Martha Washington Costumed to be used on Washington's birthday; picture of Lincoln, Lincoln's Early Home, Monument and Statue in Lincoln Park, Chicago.

Price of Book, 25 Cents.

A. FLANAGAN, 267 Wabash Ave., Chicago.

Gordy's History of the United States

Crown 8vo. 480 pages. \$1.00 net.

DISTINGUISHING FEATURES:

- More and better Illustrations and Maps than have ever appeared in any text-book of the subject.
- Carefully selected lists of books for supplementary reading.
- Suggestive questions for pupils to discuss.
- Introductory chapter of hints to teachers, illuminating the author's method of treatment.
- Notes throughout the text explanatory of general statements.
- Special stress laid upon the industrial and social development, with a lucid presentation of the powerful influence exerted by routes and modes of travel, soil, and climate.
- Prominence given to the characteristics of our great national leaders.
- Emphasis of the importance of the West and South in our national development.
- Pupils are led throughout to form high ideals of social duty.

The attention of school superintendents and principals is cordially invited, and the publishers respectfully request an examination of the book with a view to introduction.

CHARLES SCRIBNER'S SONS, 153-157 Fifth Avenue, New York.

Western Office: 334 Dearborn Street, Chicago.

Educators and Brain Workers

from all parts of the world, use and commend

CROSBY'S Vitalized Phosphites



for the relief and prevention of all weaknesses resulting from overwork and anxiety. It gives active brain and nerves exactly what they need for their nutrition and normal action and will help any case of mental or nervous exhaustion. Shall we send you a descriptive pamphlet?

VITALIZED PHOSPHITES is a highly concentrated white powder from the phosphoid principle of the ox brain and wheat germ formulated by Prof. Percy, more than thirty years ago. It contains no narcotic.

Prepared only
by

Crosby Co.

56 W. 25th Street
New York City.

If not found at Druggists, sent by mail (\$1.00).

Crosby's Cold and Catarrh Cure.

The best remedy known for cold in the head, sore throat, and influenza. It does not contain cocaine, morphine, nor narcotic of any description. By mail, 50 cents.

A NEW GEOMETRY

PLANE AND SOLID GEOMETRY.

By JAMES HOWARD GORE, Ph.D., Professor of Mathematics, Columbian University; Author of "Elements of Geodesy," "History of Geodesy," etc., etc. Crown 8vo, 220 pages, \$1.00

In this book about one-half the matter usually included in text-books on geometry has been omitted. This exclusion leaves out all those propositions which are not of practical value, and such as are not of use in applied mathematics. The practical teacher may rest assured that in this treatise there are no breaks in the continuity of reasoning or lack of training in the demonstrative processes. The book prepares for college entrance examinations and should appeal to all teachers who are in sympathy with the movement to shorten the college curriculum without sacrificing any essentials.

"It ought to find a ready welcome among schools which decide for themselves how much geometry they shall teach. I believe it covers entirely sufficient ground for the average student of geometry. I especially commend the sound sense which does not hesitate to put things in the form in which they are found elsewhere, instead of straining after new (and worse) methods."

J. G. ESTILL,

The Hotchkiss School, Lakeville, Conn.

"I find it especially well adapted to real preparatory work, and I think we can well do without the *men-à-train* we get in some text-books on the subject. The arrangement of theorems is certainly good, and as a consequence the demonstration in some cases is simplified. I was also pleased to note several demonstrations not found in the text-books generally used. The directness in arriving at all results, for instance in finding the value of π , is certainly commendable.

The practical problems with accompanying figures, the general summary of formulas, and, in short, the whole work seems to aim at fitting the student for a practical application of the principles of Geometry in his further scientific studies."

W. A. WATERMAN,

New York Preparatory School, 15 W. 43d St., New York City

A descriptive circular and specimen page will be sent to any teacher on request.

LONGMANS, GREEN & CO., Publishers.

91-93 Fifth Av., New York. 14 Beacon St., Boston.

SCHOOL JOURNAL

NEW YORK AND CHICAGO.

MAR 6 1899

VOLUME LVIII., No. 9.
\$2.00 A YEAR. 10 CENTS A COPY.

MARCH 4, 1899

61 E. 9th St., New York.
267 Wabash Av., Chicago, Ill.

AMERICAN BOOK COMPANY

School Books Published During the Past Year

GEOGRAPHICAL READERS

| | |
|--|-----|
| Guyot's Geographical Reader and Primer | .60 |
| Payne's Geographical Nature Studies | .25 |
| Carpenter's Geographical Reader, North America | .60 |

SPELLING AND SPELLING BLANKS

| | |
|---|-----|
| Rice's Rational Spelling Book, Part I. | .15 |
| Part II. | .20 |
| Glass' Old Dominion Spelling Blank, per dozen | .48 |

DRAWING

| | |
|--|------|
| Eclectic Industrial Drawing; Elements of Perspective | 1.00 |
|--|------|

WRITING

| | |
|---|-----|
| Barnes' National Vertical Penmanship, per dozen | .75 |
|---|-----|

MUSIC

| | |
|--|-----|
| Brewster and Thomas' Song Stories and Songs for Children | .60 |
| Natural Music, Short Course, Book I. | .35 |
| Book II. | .40 |
| Tomlins' Christmas Carols | .10 |

GEOGRAPHY

| | |
|------------------------------|------|
| Natural Advanced Geography | 1.25 |
| Natural Elementary Geography | .60 |

ARITHMETIC

| | |
|---|-----|
| Balley's American Elementary Arithmetic | .35 |
| Hornbrook's Primary Arithmetic | .40 |
| Baird's Graded Work in Arithmetic: | |
| First Book | .18 |
| Second Book | .18 |
| Third Book | .20 |
| Fourth Book | .20 |
| Moore's Grammar School Arithmetic | .60 |

HISTORY

| | |
|--|------|
| Field's Grammar School History of the United States | 1.00 |
| Smithy's History of Virginia | .75 |
| Thompson's Stories of Indiana | .60 |
| Our New Possessions—Cuba, Puerto Rico, Hawaii, Philippines | .10 |

SCIENCE

| | |
|---|------|
| Le Conte's Compend of Geology, Revised | 1.20 |
| Clark's Laboratory Manual of Practical Botany | .96 |
| Dana's Revised Text-Book of Geology | 1.40 |

HIGHER MATHEMATICS

| | |
|--|------|
| Tanner and Allen's Analytic Geometry | 2.00 |
| McMahon and Snyder's Differential Calculus | 2.00 |
| Murray's Integral Calculus | 2.00 |

FRENCH

| | |
|--|-----|
| Legouve and Labiche's La Cigale (Farrar) | .25 |
| Syms's Selected Letters of Mme. de Sevigne | .40 |
| Francois's Introductory French Prose Composition | .25 |

NATURAL HISTORY

| | |
|------------------------------------|------|
| Apgar's Birds of the United States | 2.00 |
|------------------------------------|------|

ENGLISH LANGUAGE

| | |
|--|-----|
| Lyte's Elementary English | .35 |
| Lyte's Elements of Grammar and Composition | .50 |
| Swinton's Talking with the Pencil | .30 |
| Park's Language Lessons | .35 |

ECLECTIC SCHOOL READINGS

| | |
|--|-----|
| Clarke's Story of Aeneas | .45 |
| Clarke's Story of Caesar | .45 |
| Guerber's Story of the English | .65 |
| Needham's Outdoor Studies | .30 |
| Guerber's Story of the Thirteen Colonies | .65 |

CIVICS

| | |
|--|------|
| Peterman's Civil Government: New Jersey Edition | .60 |
| Smithy's Civil Government of Virginia | .60 |
| Forman's First Lessons in Civics | .60 |
| Willoughby's Rights and Duties of American Citizenship | 1.00 |

GERMAN AND GERMAN TEXTS

| | |
|---|------|
| Keller's Second Year in German | 1.20 |
| Seidel's Leberecht Hühnchen und Andere Sonderlinge, with Vocabulary | .50 |
| Eclectic German Series: | |
| German Script Primer. (Schreib und Lesebübel.) | .20 |
| German Primer and First Reader. (Fibel und Erstes Lesebuch.) | .20 |
| German Advanced Fourth Reader. (Hoheres Viertes Lesebuch) | .60 |

GREEK

| | |
|--|------|
| Wait's Oration of Lysias | 1.25 |
| Kitchell's Plato's Apology, Crito and a Part of the Phaedo | 1.25 |
| Same. Text Edition | .30 |

ECLECTIC ENGLISH CLASSICS

| | |
|--|-----|
| Burns' Poems, Selections | .20 |
| Byron's Poems, Selections | .25 |
| Gray's Poems, Selections | .20 |
| Wordsworth's Poems, Selections | .20 |
| Pope's Rape of the Lock and Essay on Man | .20 |
| Chaucer's Prologue and Knights Tale | .25 |
| Cooper's Pilot | .40 |

FRENCH AND FRENCH TEXTS

| | |
|----------------------------------|-----|
| Rogers' French Sight Reading | .40 |
| Fontaine's Douze Contes Nouveaux | .45 |

LATIN

| | |
|--|------|
| Harkness' Short Latin Grammar {The New} | .80 |
| Harkness' Complete Latin Grammar {Harkness} | 1.25 |
| Dodge and Tuttle's Latin Prose Composition. (Vocabulary Separate.) | .75 |
| Hazzard's Eutropius | .75 |
| Harper and Miller's Ovid, Text Edition | .50 |
| Harper and Burgess' Teachers' Manual to Inductive Latin Primer | .10 |
| Smiley and Storke's Beginner's Latin Book | 1.00 |
| Lord's Cicero's Laelius de Amicitia | .70 |
| Harper and Gallup's Cicero's Orations and Letters | 1.30 |
| Kirtland's Selections from the Correspondence of Cicero | .50 |

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

PORTLAND, ORE.

ANTISEPTIC SLATES **Roudebush · Series.**

...FOR SCHOOLS...

Endorsed by the **BOARD OF HEALTH** of New York, and

Adopted by the **BOARD OF EDUCATION** for the Greater New York and Philadelphia, Pa.

They require no moisture whatever to erase the pencil marks. Hardwood frame sizes, 5 x 8, 6 x 9, and 7 x 10 inches, also in leaf slates and bound in cloth book form.

We are the only manufacturers of the **Holly Antiseptic Slates**, which are sold under our registered trade mark on each slate.

We are the original manufacturers of

SILICATE SLATED CLOTH,

ROLL BLACKBOARDS, SLATED PAPER,
WALL AND REVOLVING BLACKBOARDS,
BOOK SLATES, BLACK DIAMOND
AND ANSERINE SLATING,
IVORINE SHEETS, AND BLACK SHEETS.

BEWARE OF IMITATIONS.

Send for New Catalogue and Discounts.

The Holly Silicate Slate Co.,

MANUFACTURERS,

29 & 30, Shoe Lane,
London, E. C., England.

203 Front Street, NEW YORK.

Educate the Children.

Blickensderfer



..Typewriters..

Are the best for those
engaged in educational work.

We solicit the closest investigation from School Boards, Superintendents, Principals, and Teachers. Our catalogue is interesting.

BLICKENSDERFER MANUF'G CO.,

198 La Salle street,
CHICAGO.

182 Broadway,
NEW YORK

Executive Office and Factory, Stamford, Conn.

WRITING BOOKS

Adopted by Three States. 650,000 sold First Year. "Rapid Vertical Style." Most Economical.

WRITING SPELLERS

"Rapid Vertical Style." Conforming with Writing Books No. 1, Double Ruled; No. 2, Single Ruled. 1440 Words and 180 Corrected Words.

VERTICAL PENS

Our Roudebush Vertical Pens are especially satisfactory for Rapid Vertical Writing. No. 1, Medium; No. 2, Medium Fine; No. 3, Very Fine. Quality guaranteed. Very smooth and durable.

ATLAS SCHOOL PENS

40 cents per gross.

ATLAS SCIENCE TABLETS

For Laboratory Notes and Drawings in Physiography, Biology, Physics, and Chemistry.

ATLAS SCIENCE

NOTE BOOK AND SCRATCH TABLET

Send for Samples and Prices.

CENTRAL SCHOOL SUPPLY HOUSE

Wabash Avenue and Randolph Street, Chicago.

The....

A. H. Andrews Co.,

300-304 Wabash Ave., Chicago, Ill.

A National Reputation

for the best **School Furniture** is easily maintained when **Best Material, Honest Workmanship** and **Superior Finish** enter into its manufacture. **Everybody knows**—or ought to know—that **We Do**, while **Others Talk**, but that **Talk Doesn't Win**, while **Doing Does**.

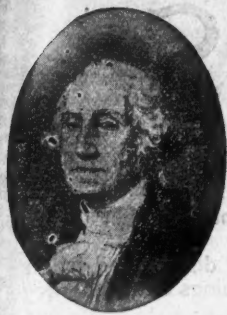
We are proud of our reputation and proud of our **New Improved Desks**.

We keep the former and sell the latter—by the thousands.

Send for Descriptive Circulars and Prices of the

**Andrews' New Adjustable and
Andrews' Rugby School Desks.**

Ask us about Maps, Globes, Charts, Blackboards, in fact
Everything for Schools.



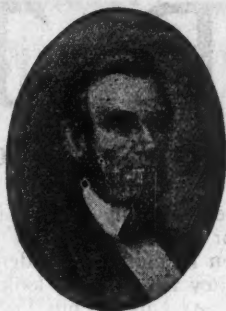
How to Celebrate Washington's Birthday.

For the Primary, Grammar, and High School. Edited by ALICE M. KELLOGG.

CONTENTS: *Special Exercises*—His Birthday; Our National Songs; Historic Exercise; Honoring the Flag; Washington, Our Model; The Builders; Pictures from the Life of Washington; Celebrating Washington's Birthday; Questions and Answers.

RECITATIONS AND SONGS.

A large number of the best. 3 Flag Drills complete; 50 Patriotic Quotations. Price, 25 cents, postpaid.



Lincoln The Patriot

A Ready Program for Lincoln's Birthday. By ALICE M. KELLOGG. It includes:

1. A narrative of the life of Lincoln; 2. Tributes here and abroad; 3. Speeches; 4. Characteristics; 5. Anecdotes; 6. Material for compositions. It also has portrait and pictures of birthplace and tomb. Price, 15 cents, postpaid.

Fancy Drills and Marches.

Edited by ALICE M. KELLOGG, is just the book needed by every teacher who has anything to do with the preparation of school entertainments. Look at

WHAT IT CONTAINS:

3 Fine Flag Drills; Hatchet Drill for February 22; The March of the Red, White and Blue; Fancy Ribbon March; Pink Rose Drill; Christmas Tree Drill; Rainbow Drill; Tambourine Drill; Muff and Gun Drill; Ward Drill; Tree Drill; Zouave Drill; Delsarte Children; Scarf Drill; Wreath Drill and March; Glove Drill; Ruler Drill; Cane Drill; 14 Motion Songs; 8 Action Pieces.

Illustration and Directions with each exercise. 11 Pages. Price, 25 cents.

Banner Days of the Republic.

This is a play or exercise including recitations and songs. For 37 pupils of various ages. It is especially appropriate for patriotic occasions like Washington's Birthday and Lincoln's Birthday, but will make an attractive entertainment at any time. The costumes (which are fully described) are simple but very pretty. Some of the characters are FATHER TIME, The Years, The Months, The Days, Spare Minutes, etc. Price, 15 cents.

Primary Recitations.

Edited by ALICE M. KELLOGG. Contains 100 bright, sparkling selections for the primary children, providing those appropriate for: Washington's Birthday—Arbor Day, Memorial Day, Bird Day, Thanksgiving, May Day, Closing Exercises, Flag Day, Spring, Summer, Autumn, Winter, General Occasions. The newest and most usable book of recitations for the little people. Price, 25 cents, postpaid.

Patriotic Quotations

Relating to American History.

Compiled by ALICE M. KELLOGG. The only book of the kind published. The quotations are arranged topically with an index for easy reference.

32 Quotations about America; Our Country; 20 Quotations about Landing of the Pilgrims; 21 Quotations about Revolutionary War; 22 Quotations about Washington; 26 Quotations about Independence; 6 Quotations about Lincoln; 38 Quotations about Memorial Day; 6 Quotations about Grant; 59 Quotations about the American Flag; 87 Quotations about Patriotism.

Teach your pupils the great utterances of patriotic Americans. The book is illustrated. Price, 25 cents, postpaid.

Blackboard Stencils.

Special Patriotic List—Five mottoes in Old English Text, 24 x 36 inches, 10 cents each; the set 40 cents.

No. 152—The father of His Country; No. 153—George Washington, 1732-1799; No. 154—First in War, First in Peace, First in the Hearts of His Countrymen; No. 155—Commander-in-chief of the Continental Army; No. 156—First President of the United States.

Also the Following: No. 39—Portrait of Lincoln, 5 cts.; No. 36—Portrait of Washington, 5 cts.; No. 141—Washington on Horseback, 10 cts.; No. 96—American Flag, 5 cts.; No. 97—Liberty Bell, 5 cts.; No. 98—United States Coat of Arms, 5c.; No. 99—The American Eagle, 5 cts.; No. 100—Goddess of Liberty, 5 cts.; No. 204—Bunker Hill Monument, 5 cts.; No. 115—Roll of Honor—American Eagle on Shield, 10 cts.; No. 607-611—Five maps illustrating War of Revolution, 10 cts. each, the set of five for 40 cents.

Large Portraits.

We have beautiful crayon portraits 22 x 28 inches, on heavy paper for framing as follows:

Washington; Washington and Family; Martha Washington; Washington on Horseback; Lincoln; Group of All the Presidents; Fac-Simile of Declaration of Independence.

Sent packed in strong tube. Price, 25c. each; five for \$1.00.

SMALL PICTURES.

We can furnish small prints about 2 x 2 1-2 inches in size of Washington and Lincoln, for patriotic entertainments, composition books, &c. Price, package of ten, 10 cts.; 50 copies for 40 cts.; 100 copies for 75 cts. Orders not received for a smaller number than ten.

Muslin Flags on Sticks.

For Drills or Decoration. Mailed postpaid. Not less than one dozen of muslin flags sold except of Nos. 9 and 11, of which one-half dozen is the smallest quantity that can be packed securely.

| | |
|---|-------------------|
| 1—2 1/2 x 3 1/4 inches, per gross, \$.40 | 1/4 gross, \$.22 |
| 3—4 x 6 1/4 " " " " " " " " | per dozen, .08 |
| 5—6 x 9 " " " " " " " " | " gross, 2.00 |
| 6—8 x 13 " " " " " " " " | " " 3.40 |
| 7—15 x 24 " " " " " " " " | " " 5.00 |
| 7 1/2—12 x 18 " " " " " " " " | " " 6.50 |
| 8—20 x 37 " " " " " " " " | " " 1.10 |
| 9—25 x 36 " " " " " " " " | " " 2.00 |
| 11—30 x 50 " " " " " " " " | " " 3.00 |

Bunting Flags.

| | | | |
|----------------------|-------------------|----------------------|-------------------|
| Size 3 x 5 feet 2.00 | } Postage 25 cts. | Size 5 x 8 feet \$4. | } Postage 35 cts. |
| " 4 x 6 " \$2.75 | | " 6 x 9 " 4.50 | |
| " 4 x 7 " 3.25 | | | |

| | |
|-------------------------|---|
| Size 6 x 10 feet \$5.00 | } By express only at purchaser's expense. |
| " 6 x 13 " 6.00 | |
| " 8 x 12 " 7.00 | |

Prices on larger sizes quoted on application. These flags are of the best wool bunting.

Our line of entertainment books for all school occasions is the most complete published. Catalog free.

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th Street, New York.

OUR TIMES

is the name of our paper of Current Events of which, quite likely, you have seen copies.

We aim to make a newspaper primarily for use in the school-room by the boys and girls, but also for teachers' own use for information or class-room help.

All the important news is given in a form so condensed that boys and girls will not be discouraged by its great size, and so interesting that they will eagerly look for its coming. The degrading things of the ordinary newspaper—the murders, scandals, etc., are left out.

It adds interest to the school work by giving the latest Geographical News, Discoveries of Science, Astronomy, Geology, Electricity, Mechanics, etc., leading the pupil to observe, read, and think for himself.

Why Teach Current Events?—Because the pupil needs to become acquainted with practical affairs so that when leaving school he will not feel that he is entering a new world. The demand of the day is for such knowledge.

As a school reader OUR TIMES can be made of great value, if it is used to supplement the regular reader. This is done in hundreds of schools.

Thousands of teachers take OUR TIMES because they wish to be well informed persons—to know what is going on in the world, and nowhere else is the news presented in so usable a form as in this paper.

OUR TIMES has recently been changed from a monthly to twice a month, and the size to its present compact and

handy magazine form. It is only 50 cts. a year of twenty numbers.

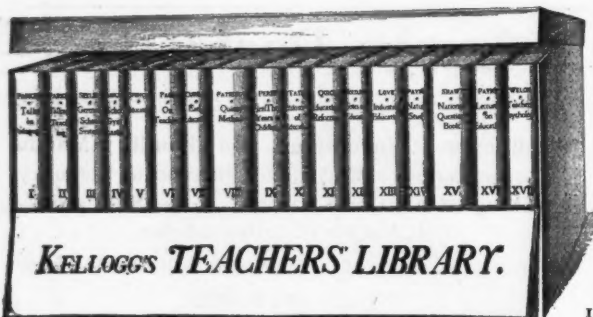
Try it. Take your choice of the very attractive offers here given and get double value.

Seven Coupon Offers:

Cut out a coupon and mail with the money. Send money order if possible or silver carefully wrapped. Stamps (1c. or 2c.) taken if M. O. cannot be secured.

| | | | |
|---|---|--|---|
| 1. COUPON O. T. Send 60 cents for OUR TIMES, 1 year, and a fine 22x28 in. art-tie portrait of Washington or Lincoln, or Longfellow, or Whittier, or Lowell, or Dewey, or "All the Presidents," worth \$1.00 ea. | 2. COUPON O. T. Send 60 cents for OUR TIMES, 1 year, and nice Dissected Maps of the United States and Europe. For geography class or home amusement. Price, 30 cents. | 3. COUPON O. T. Send 60 cents for OUR TIMES, 1 year, and "Fun With Magnetism," material for many beautiful experiments, with little book. Price, 30 cts. | 4. COUPON O. T. Send 80 cents for OUR TIMES, one year, and "Fun With Electricity." This is a superb box of apparatus, with book. Price, 65 cts. |
| 5. COUPON. O. T. Send 55 cents for OUR TIMES and two copies of ANIMALS , our new periodical of superb large pictures of animals from life. (Price, 30 cents.) | 6. COUPON. O. T. Send 55 cents for OUR TIMES and Game of Presidents , interesting and instructive, like "authors." (Price, 35 cents.) | 7. COUPON. O. T. CUT THIS OUT. For trial subscription to end of June, we will send the 12 numbers of OUR TIMES, beginning Jan. 1st, in clubs of 5 or more for only 20 cents each, or \$1.00 for the 5. This will afford an opportunity to test the paper at a nominal expense in your classes. | |

How Many Educational Books



not need to wait until you have saved the money for them. The 17 volumes will give you a very complete library of the subject of education. They cover the subject in a very thorough way.

Cut out the order blank below and send to us at once with \$2.00 and we will deliver the books at once.

E. L. KELLOGG & CO. _____ 18

Please send me, prepaid, Kellogg's Teachers' Library, for which I enclose \$2.00 and agree to pay the balance (\$18.00) in monthly installments of \$1.00 each, beginning 15th, 18

Payment to be made by Money or Express Order. Registered Letter or Bank Draft on New York and sent to your New York office on dates agreed upon.

Signed _____ St. and No. _____
P. O. _____ Co. _____ State _____

HAVE YOU? What do you know of the history of education? Are you familiar with what has been written concerning educational principles by Herbert Spencer, Page, Parker, Joseph Payne? What do you know of the Manual Training movement? Will each teacher who reads this, answer to himself these questions and then decide whether he knows enough of education to call himself a professional teacher?

There is no successful physician of your acquaintance who has not a library of his profession which has probably cost him several hundred dollars; the same is true of the lawyer and the clergyman. Is there any less need for the teacher to be provided with the books relating to education? The set of books that we offer you does not cost a fortune and is furnished you on such terms of payment as to bring it easily within your reach. You can afford a dollar a month when it brings you what you need to make your work grow and succeed. And we place the books on your desk at once without any expense for transportation—Remember that—You have the books now and do

THIS IS THE LIST:

| | | |
|--|---------|--------|
| 1. Parker's Talks on Pedagogics | - - - - | \$1.50 |
| 2. Parker's Talks on Teaching | - - - - | 1.00 |
| 3. Seeley's Common School System of Germany | - - - - | 1.50 |
| 4. Bancroft's School Gymnastics | - - - - | 1.50 |
| 5. Spencer's Education | - - - - | 1.00 |
| 6. Page's Theory and Practice of Teaching | - - - - | 1.00 |
| 7. Currie's Early Education | - - - - | 1.25 |
| 8. Patridge's Quincy Methods | - - - - | 1.75 |
| 9. Perez's First Three Years of Childhood | - - - - | 1.50 |
| 10. Tate's Philosophy of Education | - - - - | 1.50 |
| 11. Quick's Educational Reformers | - - - - | 1.00 |
| 12. Noetling's Notes on the Science and Art of Education | - - - - | 1.00 |
| 13. Love's Industrial Education | - - - - | 1.00 |
| 14. Payne's Nature Study | - - - - | 1.00 |
| 15. Shaw's National Question Book | - - - - | 1.75 |
| 16. Payne's Lectures on Education | - - - - | 1.00 |
| 17. Welch's Teachers' Psychology | - - - - | 1.25 |

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th Street, New York.

BOOKS FOR NATURE STUDY

ONE HUNDRED LESSONS IN NATURE AROUND MY SCHOOL.

By FRANK O. PAYNE. Is the most successful book for teachers on this subject. Recently placed on supply list as guide for teachers in New York, Brooklyn, and Jersey City. The titles of the chapters will indicate

SOMETHING OF THE CONTENTS OF THE BOOK:

CHAP. I.—Preliminary Lessons in Observation. CHAP. II.—Lessons on Leaves, Plants, and Fruit. CHAP. III.—Lessons on Animals. CHAP. IV.—The School Museum. CHAP. V.—Rainy-day Lessons. CHAP. VI.—Lessons in the School Yard. CHAP. VII.—Walks with the Children. CHAP. VIII.—Collections during Vacation. CHAP. IX.—Devices and Helps in Nature Study. Books of Reference, etc.

In Chapter II. we find Lessons in Seeds, Pods, Berries, Propagation, the Daisy, the Gentian, &c. In Chapter III. some of the topics are Insects, the Beetle, the Fly, the Grasshopper, the Bee Family, Wasps, Ants, Dragon Fly, the Turtle, Fishes, Birds, Bones, &c. In Chapter V. we have Lessons on Water, Teeth, Celery, Sulphur, Soap, Glass, a Rose, Rubber, and others.

Mr. Payne is not only a well-known writer on Science teaching, but one of the most successful teachers of nature, and the book comes straight from the school-room. The book contains fifty valuable illustrations. It has 200 pages, is well printed and handsomely bound in cloth. Price, \$1. Sample copy to any teacher, 90 cents. Special rates in quantities.

The Floral Album

For Plant Analysis, Description, and Drawing. Arranged for Beginners
For the in Plant Study by For the
Botany Class. E. C. SHERMAN. Botany Class.

TWO opposite pages are devoted to each plant; on one are forms for plant description and the other is to be used for drawings of the parts of the plant. An analysis accompanies the above-mentioned pages, simple enough so that it may be used successfully by those unacquainted with technical botany. It is illustrated. Teachers will find it an excellent method of teaching botany.

Single copies, 15 cts. A reduction in quantities for class use.

How to Teach Botany,

A Manual of Methods and of Plans for Work in Plant Study.

By A. M. KELLOGG.

Just Published. This is No. 2 of our new "How" Series.

Do you know how to teach this most beautiful of subjects?

Do you know how to make it full of interest and profit?

Do you want help and suggestion?

Every teacher can make a beginning in Nature Study in a successful way by following the guidance of this little book. It was made for the busy earnest teacher who wants help to make her work the best possible.

It is fully illustrated. Bound in limp cloth. Price, 25 cents, postpaid.

A New Book of Great Value Just Published.

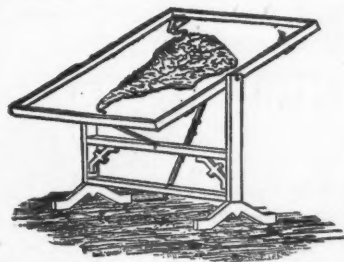
MAP MODELING IN GEOGRAPHY AND HISTORY.

Including the use of Sand, Clay, Putty, Paper Pulp, Plaster of Paris; also Chalk Modeling in its adaptation to purposes of illustration by DR. A. E. MALTEY, Prin. Slippery Rock (Pa.) Normal School. Invaluable in co-ordinating Geography with Nature Study. It will take its place as a standard book on this subject. Every teacher in Geography, or History, or Nature, and every Pedagogical library should have a copy. Over 100 fine illustrations. 225 pages.

SOME FEATURES:

Its delightful lessons in primary geography. The variety of means which it describes for map-modeling. The many new methods given. The fine illustrations and handsome binding. The new and interesting methods in History. BRING IN SOME NEW IDEAS TO YOUR WORK.

Cloth. Price, \$1.25; to teachers, \$1.00; postage 12 cents.



OUTLINES FOR

PRIMARY AND KINDERGARTEN CLASSES

IN THE STUDY OF NATURE AND RELATED SUBJECTS. ARRANGED BY MONTHS.

By E. MAUD CANNELL and MARGARET E. WISE, of the Ypsilanti (Mich.) State Normal School.

The Outlines are arranged first by Months, then by Weeks. The topic for each week being given with full outline for its presentation; the Songs, Games and Stories that accompany it, the Gifts, the Modeling, Cutting, Pasting, etc. The correlation of the kindergarten work with the study of nature is very interesting and will produce beautiful results. The book contains about 300 pages, and is nicely bound in cloth. Price, 75 cts., net.

WOODHULL'S SIMPLE EXPERIMENTS

91 Experiments in physics and science described. Illustrated by 35 engravings. The directions are plain and can be followed by any teacher. The experiments and the principles they illustrate are suited to Grammar grades and High School classes. Price, 50 cents.

WOODHULL'S HOME MADE APPARATUS

Gives directions for making cheaply the apparatus needed to illustrate ordinary principles of physics, physiology, and chemistry. It will make possible interesting and profitable work in all kinds of schools. Price, 50 cents.

SITLER'S BIRD DAY PROGRAM

Arranged by a teacher. Price, 15 cents.

OUR FRIENDS THE BIRDS

A fine supplementary reader for pupils of 9 to 12 years, or a guide for the teacher in giving lessons on birds. 168 pages. Boards, 36 cents; cloth, 50 cents.

HICK'S NATURE AND HISTORY STORIES

First lessons in science reading. Interesting and instructive. 100 pp. Boards, 25 cts.; paper, 20 cts.

THE HISTORY OF MY FRIENDS; or Home Life with Animals

Supplementary reading for children from eight to twelve years old. 200 pages. Paper, 25c.; cl., 50c.

JACKMAN'S FIELD WORK IN NATURE STUDY

Suggests a very interesting and valuable kind of nature work. Contains 43 beautiful half-tone illustrations. Price, cloth, 50 cents.

MacLEOD'S TALKS ABOUT COMMON THINGS

Cotton, Wool, Silk, Leather, Chocolate, Cloves, Cork, Sponges, Ivory, and many other things are discussed. Price, paper, 25 cents; boards, 40 cents.

INTRODUCTORY GUIDE TO NATURE STUDY

A little work intended as a guide for all grades beginning the study of nature. Price, 20 cents.

Send for large descriptive catalogue of teachers' books, free on request.

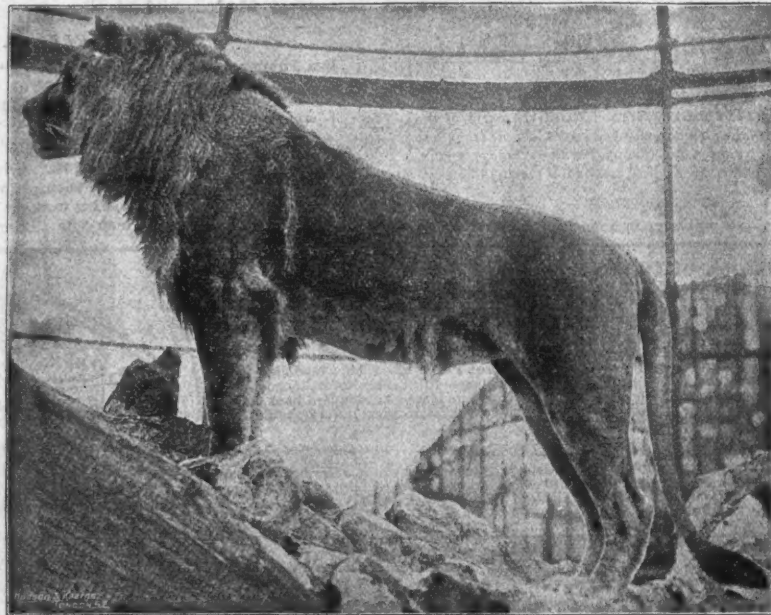
E. L. KELLOGG & CO., Publishers, 61 East Ninth Street, New York.

ANIMALS

The Finest Series of Animal Pictures Published.

This handsome work is published in twenty-four parts. Each part contains ten beautiful photographs of Animals taken from life, in all parts of the world. The entire series, containing 240 pictures, illustrates completely the Animals of the Earth, the illustrations having been taken from every continent and every quarter of the globe. Each picture is 7 1/4 x 10 inches in size. They are printed on the finest paper—on one side only, so that if desired they may be detached and mounted. Each is accompanied by interesting description. The numbers are valuable in many ways in school, and will be a very acceptable gift to any child. Five numbers are now ready, and coupons for them may be found below. The balance of the series will be issued monthly. It should be noted that part 1 only will be sent as a sample for 10 cents; and that by using the last coupon the five parts may be obtained at a liberal reduction.

These pictures are valuable in a hundred ways in every school-room. They will enliven the geography lesson; furnish material for a most complete series of lessons in Natural History; supply subjects for composition work; mounted they will serve to decorate the school-room.



No other series of good animal pictures has been issued in this country, and no others are obtainable at a low price. These are issued in response to repeated demands from teachers. They have been received with the heartiest approval. You will like them if you see a copy.

| | | | | | | |
|--|--|--|--|--|--|--|
| 1 This COUPON with 10 cts. Entitles the Sender to Part 1 of ANIMALS | 2 This COUPON with 15 cts. Entitles the Sender to Part 2 of ANIMALS | 3 This COUPON with 15 cts. Entitles the Sender to Part 3 of ANIMALS | 4 This COUPON with 15 cts. Entitles the Sender to Part 4 of ANIMALS | 5 This COUPON with 15 cts. Entitles the Sender to Part 5 of ANIMALS | <i>Coupons for the remain- ing numbers of the series will be pub- lished as they are is- sued.</i> | 1-5 This COUPON with 60 cts. Entitles the Sender to Parts 1, 2, 3, 4, 5, of ANIMALS |
|--|--|--|--|--|--|--|

To encourage subscriptions for an entire year (12 numbers) we offer the reduced rate of \$1.50. To every one ordering ANIMALS for one year, we will send, entirely free, a set of handsome colored pictures of Domestic Animals, supplementing in an excellent way the wild animals, and of much interest and value in school work.

**DOMESTIC
ANIMALS
FREE.**

Domestic Animals

consists of a set of handsome colored pictures 10 x 12 inches in size, including pictures of Cat, Horse, Pigs, Reindeer, Dog, Rabbits, Sheep, Camel, Cow, Goat, Donkey, Rooster, Turkey, Ducks.

The set sells in the stores for 30 cents. By special arrangement with the publishers, we are enabled to offer it free to our subscribers.

E. L. KELLOGG & CO., Educational Publishers, 61 East 9th Street, New York.

GINN & COMPANY'S STANDARD TEXT-BOOKS

BOTANY AND NATURE STUDY

Bergen's Elements of Botany.

Bergen's Glimpses at the Plant World.

Newell's Outlines of Lessons in Botany.

Newell's Reader in Botany.

Gregory's Elements of Plant Anatomy.

Campbell's Elements of Structural and Systematic Botany.

Beal's Seed-Dispersal.

Stickney's Study and Story, Nature Reader Series.

Strong's All the Year Round.

Hale's Little Flower People.

Morley's Few Familiar Flowers.

Morley's Flowers and Their Friends.

Morley's Seed-Babies.

Weed's Stories of Insect Life.

Weed's Seed Travellers.

Teachers and school officials who are looking for the best and latest text-books on Botany and Nature Study are cordially invited to write to us. Correspondence invited and will receive prompt attention.

GINN & COMPANY, Publishers,

BOSTON

NEW YORK

CHICAGO

ATLANTA

DALLAS

CLARENDON PRESS.

NEW PUBLICATIONS.

The Educational Systems of Great Britain and IRELAND. By GRAHAM BALFOUR, M.A. Crown 8vo, cloth, \$1.90.

Cæsar De Bello Gallico, Bks. 1-7.

According to the Text of Emanuel Hoffmann (Vienna, 1890). Edited, with Introduction and Notes, by ST. GEORGE STOCK. Post 8vo, cloth, \$2.50.

Leibniz, The Monadology.

And Other Philosophical Writings. Translated, with Introduction and Notes, by ROBERT LATTA, M.A., D.Phil. (Edin.). Crown 8vo, cloth, \$2.10.

First Lessons in Modern Geology.

By the late A. H. GREEN, M.A., F.R.S. Edited by J. F. BLAKE, M.A. Crown 8vo, cloth, 90 cents.

Lives from Cornelius Nepos, Miltiades, Themistocles, PAUSANIAS. With Notes, Maps, Vocabularies and English Exercises, by JOHN BARROW ALLEN, M.A. Extra Foolscap, 8vo. Stiff Covers. 40 cents.

These Lives are published, not as an absolutely first reading book for beginners, but as a first introduction to the pages of a Latin author, to suit the needs of such pupils as have learned their Nouns and Verbs, and have gained some notion of the simple Rules of Concord.

Geometry for Beginners.

An Easy Introduction to Geometry for Young Learners, by GEORGE M. MINCHIN, F.R.S. Extra Foolscap. 8vo. Stiff Covers. 40 cents.

Elementary Architecture for Schools, Art Students AND GENERAL READERS. By MARTIN A. BUCKMASTER. With thirty-eight full-page illustrations. Extra Foolscap. 8vo. Cloth. \$1.10.

Essays on Secondary Education.

By Various Contributors. Edited by CHRISTOPHER COOKSON, M.A. Crown 8vo. Paper Boards. \$1.10.

For sale by all Booksellers. Send for Catalogue.

OXFORD UNIVERSITY PRESS,

(American Branch) 91 and 93 Fifth Avenue, - NEW YORK.

...THE...

STANDARD VERTICAL WRITING

COMPLETE IN SIX BOOKS.

The Standard Vertical Writing is called "Standard" because it embodies ideas which are likely to give it permanency. Its character is strictly educational, not fanciful and passing.

Legibility, that first great requisite in any handwriting, is obtained by using the simplest and most natural forms of letters.

Rapidity, the second important requisite in writing, is obtained by following natural curves, by harmonious gradation of forms, and by easy connection of letters. It is a running handwriting and not penned print, nor a disjointed assembling of letters.

Beauty in writing, as in other arts, goes hand in hand with simplicity.

Ease of Movement comes by the adaptation of letters to arm action rather than to finger action. "The Standard" system is particularly careful to develop easy free-arm movement.

Proper Drill Exercises are so arranged that all the letters occur and recur frequently. In writing, as in other school exercises, plenty of practice is essential to progress.

Vertical Writing is a distinctive term. It does not mean a slant hand made upright nor a back hand. It is a *system*, with its own characteristics and values.

The "Standard" Vertical Writing, the newest system of vertical writing submitted to educators, aims at correct principles, and profits by the good points and the errors of its more hastily prepared predecessors.

FOR PARTICULARS, ADDRESS

CHRISTOPHER SOWER CO.,

PUBLISHERS,

614 Arch Street, Philadelphia.

SCRIBNER'S - NEW - SCHOOL - BOOKS

A STUDY OF ENGLISH PROSE WRITERS

By J. SCOTT CLARK, A.M., Professor of the English Language in Northwestern University. \$2.00 net.

"A work like this deserves most cordial appreciation; only a genuine teacher could have constructed it, one that was a searcher for truth himself and encourager of others in similar search."—*The School Journal*, New York.

A SHORT HISTORY OF MEDIEVAL EUROPE.

By OLIVER J. THATCHER, Ph.D., Professor of History in the University of Chicago. With Maps. 12mo. \$1.35 net.

THE JOURNAL OF EDUCATION—"To compress within a single volume the history of so long a period is indeed a difficult task. Still, the author has successfully accomplished it in the volume now before us. It is complete and comprehensive and admirably adapted for use as a text-book in high and preparatory schools and for the general reader as well. No other single volume can be found which compares with this in scope."

THE GREAT EDUCATORS.

A Comprehensive, Interesting and Scholarly History of Education

Edited by NICHOLAS MURRAY BUTLER, Ph.D., LL.D.

HORACE MANN and the Common School Revival in the United States. By B. A. HINSDALE, LL.D., of the University of Michigan. 12mo. \$1.00 net.

ROUSSEAU and Education According to Nature. By THOMAS DAVIDSON, M.A., LL.D. 12mo. \$1.00 net.

FRIBERG and Education Through Self-Activity. By H. COURTHORPE BOWEN, lately Lecturer at the University of Cambridge. 12mo. \$1.00 net.

HERBART and the Herbartians. By CHARLES DE GARMO, President of Swarthmore College. 12mo. \$1.00 net.

THE ARNOLDS and their Influence on English Education. By SIR JOSHUA FITCH, M.A., LL.D. 12mo. \$1.00 net.

ARISTOTLE and the Ancient Educational Ideals. By THOMAS DAVIDSON, M.A., LL.D. 12mo. \$1.00 net.

ALCUIN and the Rise of the Christian Schools. By Prof. ANDREW F. WEST, Princeton University. 12mo. \$1.00 net.

ABELARD and the Origin and Early History of Universities. By JULES GABRIEL COMPAYRE, Rector of the University of Lyons, France. 12mo. \$1.25 net.

L YOLA and the Educational System of the Jesuits. By Rev. THOMAS HUGHES, S.J. 12mo. \$1.00 net.

HISTORY OF MODERN EUROPE.

By FERDINAND SCHWILL, Ph.D., Instructor in Modern History in the University of Chicago; co-author of "Europe in the Middle Age." Crown 8vo, 450 pages, \$1.50 net.

PROF. F. G. YOUNG, University of Oregon—"I consider it an admirable text-book for a European History course in secondary schools. It stands alone as a most successful statement of up-to-date conclusions of historical students, bearing upon topics of Modern European History."

SCRIBNER'S SERIES OF SCHOOL READING.

In Uniform Binding. Each 12mo. 60 Cents net.

THE EUGENE FIELD BOOK. Verses, Stories, and Letters for School Reading. Edited by MARY E. BURT and MARY B. CABLE. Introduction by GEORGE W. CABLE. 134 pages. Illustrated.

FANCIFUL TALES. By FRANK R. STOCKTON. Edited, with Notes for use in Schools, by JULIA ELIZABETH LANGWORTHY, with an Introduction by MARY E. BURT. 135 pages. Illustrated.

CHILDREN'S STORIES IN AMERICAN LITERATURE. By HENRIETTA CHRISTIAN WRIGHT. First Book, 1660-1860, 249 pages; Second Book, 1860-1896, 277 pages.

THE HOOSIER SCHOOL BOY. By EDWARD EGGLESTON. Edition specially arranged by the Author for use as a Reader in Schools. 123 pages. Illustrated.

ODYSSEUS THE HERO OF ITHACA. By MARY E. BURT. A Translation of the Story of Odysseus as used in the Schools of Athens and Berlin. 123 pages. Illustrated.

POEMS OF AMERICAN PATRIOTISM. Chosen by BRANDER MATHEWS. 235 pages.

TWELVE NAVAL CAPTAINS. By MOLLY ELLIOT SEAWELL. 233 pages. Illustrated.

334 Dearborn St., Chicago. CHARLES SCRIBNER'S SONS, 153-157 Fifth Av., New York.

Educators and Brain Workers

from all parts of the world, use and commend

CROSBY'S

Vitalized Phosphites



for the relief and prevention of all weaknesses resulting from overwork and anxiety. It gives active brain and nerves exactly what they need for their nutrition and normal action and will help any case of mental or nervous exhaustion. Shall we send you a descriptive pamphlet?

VITALIZED PHOSPHITES is a highly concentrated white powder from the phosphoid principle of the ox brain and wheat germ fo mutated by Prof. Percy, more than thirty years ago. It contains no narcotic.

Prepared only by **J. Crosby & Co.** 56 W. 25th Street, New York City.

If not found at Druggists, sent by mail (\$1.00).

Crosby's Cold and Catarrh Cure.

The best remedy known for cold in the head, sore throat, and influenza. It does not contain cocaine, morphine, nor narcotic of any description. By mail, 50 cents.

LONGMANS' NEW BOOKS FOR SCHOOLS.

GERMAN HIGHER SCHOOLS.

The History, Organization, and Methods of Secondary Education in Germany. By JAMES E. RUSSELL, Ph.D., Dean of Teachers' College, Columbia University, New York. 8vo, 468 pages, with 7 Appendices of Tables and a Full Index. \$2.25.

CONTENTS—Beginnings of German Schools—The Rise of Protestant Schools—The Period of Transition—The Reconstruction of the Higher Schools—The Prussian School System—The Higher Schools of Prussia—Foundation and Maintenance of Higher Schools—Rules, Regulations, and Customs—Examinations and Privileges—Student Life in the Higher Schools—Instruction in Religion—Instruction in German—Instruction in Greek and Latin—Instruction in the Modern Languages—Instruction in History and Geography—Instruction in Mathematics—Instruction in the Natural Sciences—The Professional Training of Teachers—Appointment, Promotion, and Emoluments of Teachers—Tendencies of School Reform—Merits and Defects of German Secondary Education—The Privileged Higher Schools of Germany in 1897—Attendance in Higher Schools in Prussia—System of Privileges—Salary Schedules—Pensions of Teachers in the Higher Schools of Germany—Extracts from the General Pension Laws of Prussia—Leading Educational Journals of Germany—Index.

A NEW GEOMETRY.

Plane and Solid Geometry. By JAMES HOWARD GORE, Ph.D., Professor of Mathematics, Columbia University; Author of "Elements of Geodesy," "History of Geodesy," etc., etc. Crown 8vo, 220 pages, \$1.00.

In this book about one-half the matter usually included in text-books on geometry has been omitted. This exclusion leaves out all those propositions which are not of practical value, and such as are not of use in applied mathematics. The practical teacher may rest assured that in this treatise there are no breaks in the continuity of reasoning or lack of training in the demonstrative processes. The book prepares for college entrance examinations, and should appeal to all teachers who are in sympathy with the movement to shorten the college preparatory curriculum.

Descriptive circular and specimen page will be sent to any teacher on request.

LONGMANS, GREEN & CO., Publishers,
91 & 93 Fifth Ave., New York. 14 Beacon St., Boston

SCHOOL JOURNAL

NEW YORK AND CHICAGO

APR 5 1899

BUREAU OF EDUCATION

VOLUME LVIII, No. 13.

APRIL 1, 1899

61 E. 9th St., New York.
267 Wabash Av., Chicago, Ill.

New and Standard Text-Books

SUPPLEMENTARY READING.

- Lane's Stories for Children .25
Baldwin's Fairy Stories and Fables .35
Baldwin's Fifty Famous Stories Retold .35
Baldwin's Old Stories of the East .45
Defoe's Robinson Crusoe .50
Clarke's Arabian Nights .60
Kelly's Short Stories of Our Shy Neighbors .50
Dana's Plants and Their Children .65
Needham's Outdoor Studies .40
Crosby's Our Little Book for Little Folks .30

SPELLING.

- Rice's Rational Spelling Book. Pt. I., .15; Pt. II., .20
Harrington's Spelling Book, Complete .20
Natural Speller and Word Book .20
Patterson's American Word Book .25

MUSIC.

- Natural Course in Music. By Frederic H. Ripley and Thomas Tapper. Primer, five Readers, and seven Charts.
A Short Course in Music. By Ripley and Tapper. Book I., .35; Book II., .40

PENMANSHIP

- Barnes's New Vertical. Per dozen .75
Spencerian Vertical. Per dozen .96
Shorter Course. Per doz., .72
Curtiss's Vertical. Per doz., .96

HISTORICAL.

- Our New Possessions .10
Van Bergen's Story of Japan .100

JUST PUBLISHED

Our New Possessions

(Current Events for School Use.) Cuba; Puerto Rico; Hawaii; Philippines. An interesting and authentic account up to date of the physical features, climate, productions, and resources; with history of the people, education, etc., of our recently added territory. Four maps. \$.10

Stories of the Old Bay State

By ELBRIDGE S. BROOKS. (Stories of the States Series.) Independent stories with a vein of connection or association running through the series which make a complete story of the history of the Commonwealth of Massachusetts from its settlement to the present time. Most charmingly written, and beautifully illustrated. \$.60

The Story of the Thirteen Colonies

By H. A. GUERBER. A fascinating historical reader, as well as a reliable text-book in the history of our country. All the main facts of colonial history presented simply yet vividly, and the whole so arranged as to be intelligible and deeply interesting to grammar school pupils. Attractively bound. Fully illustrated. \$.65

Selections from Edmond and Jules De Goncourt.

Edited, with Introduction, Bibliography, and Appendices, by ARNOLD GUYOT CAMERON, A.M., Ph.D., Professor of French in the John C. Green School of Science, Princeton University. (Authorized Edition.) The selections in this book cover the lives and the whole time of their authors' production. They practically follow the order of their original appearances in book form. The notes will be found to be full, and yet restrained, in comparison with the field of instruction and the historical and literary possibilities they suggest. \$1.25

RECENT SUCCESSES

Natural Geographies

By JACQUES W. REDWAY, F.R.G.S., and RUSSELL HINMAN, author of the "Eclectic Physical Geography." Elementary Geography, \$.60; Advanced Geography, \$1.25

Baldwin's Readers

By JAMES BALDWIN, Ph.D., Eight Books, one for each year; Five Books, for ungraded schools.

Barnes's National Vertical Penmanship

Practical, rational. Per doz., \$.75

Overton's Applied Physiology

By FRANK OVERTON, M.D. Primary, \$.30; Intermediate, \$.50; Advanced, \$.80

SUPPLEMENTARY READING.

- Eggleston's Stories of Great Americans .40
Eggleston's Stories of American Life and Adventure .50
Guerber's Story of the Great Republic .65
Guerber's Story of the Thirteen Colonies .65
Guerber's Story of the English .65
Guerber's Story of the Greeks .60
Guerber's Story of the Romans .60
Guerber's Story of the Chosen People .60
Clarke's Story of Troy .60
Clarke's Story of Aeneas .45
Clarke's Story of Caesar .45
Gail Hamilton's English Kings in a Nutshell .60

SCIENCE AND CIVICS.

- Todd's New Astronomy 1.30
Apgar's Birds of the United States .20
Dana's Revised Text-Book of Geology 1.40
Forman's First Lessons in Civics .60
Peterman's Civil Government .60

ENGLISH LANGUAGE.

- Conklin's Series. Two books.
Lyte's Series. Three books.
Maxwell's Series. Four books
Metcalf & Bright's Series. Three books.
Metcalf's Series. Two books.

ENGLISH CLASSICS.

- Eclectic Series, containing the representative writers of English and American literature. Forty-three vols.

ENGLISH LITERATURE

- A large number of valuable works on literature.

For descriptive circulars and for catalogues and information regarding a large number of other superior texts, please correspond with

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

PORTLAND, ORE.

ANTISEPTIC SLATES

...FOR SCHOOLS...

Endorsed by the BOARD OF HEALTH of New York, and

Adopted by the BOARD OF EDUCATION for the Greater New York and Philadelphia, Pa.

They require no moisture whatever to erase the pencil marks. Hardwood frame sizes, 5 x 8, 6 x 9, and 7 x 10 inches, also in leaf slates and bound in cloth book form.

We are the only manufacturers of the **Holly Antiseptic Slates**, which are sold under our registered trade mark on each slate.

We are the original manufacturers of

SILICATE SLATED CLOTH,

ROLL BLACKBOARDS, SLATED PAPER,
WALL AND REVOLVING BLACKBOARDS,
BOOK SLATES, BLACK DIAMOND
AND ANSERINE SLATING,
IVORINE SHEETS, AND BLACK SHEETS.

BEWARE OF IMITATIONS.

Send for New Catalogue and Discounts.

The Holly Silicate Slate Co.,

MANUFACTURERS,

29 & 30, Shoe Lane,
London, E. C., England.

180 Fulton St., NEW YORK.

Saracen Chambers, Snow Hill, London E. C., England.



"A Delightful Book."

HAND IN HAND WITH THE WISE MEN

BY

MARY E. TOOKE.

CHILDREN love beautiful things. Even grown-up teachers and mothers are not averse to them. When the beautiful is combined with the useful the ideal is obtained. This is believed to be

AN IDEAL BOOK

for children who are learning to read, either at school or in the home. It is more than a reading book, it is a charming story book as well; and it is as beautiful as it is useful. The

MANY COLOR SKETCHES,

the numerous artistic pen-and-ink drawings (reproduced), the handsome modern vertical script, and the elegant letter-press, all combine to make this a truly delightful book for little folks.

The book contains 112 pages, all lithographed, and is substantially bound in handsome board covers.

For particulars and price, address

WILLIAMS & ROGERS, Publishers,

ROCHESTER, N. Y.

CHICAGO, ILL.

The....

A. H. Andrews Co.,

300-304 Wabash Ave., Chicago, Ill.

A National Reputation

for the best **School Furniture** is easily maintained when **Best Material, Honest Workmanship** and **Superior Finish** enter into its manufacture. **Everybody knows**—or ought to know—that **We Do**, while **Others Talk**, but that **Talk Doesn't Win**, while **Doing Does**.

We are proud of our reputation and proud of our **New Improved Desks**.

We keep the former and sell the latter—by the thousands.

Send for Descriptive Circulars and Prices of the

Andrews' New Adjustable and
Andrews' Rugby School Desks

Ask us about Maps, Globes, Charts, Blackboards, in fact
Everything for Schools.

Educate the Children.

Blickensderfer



..Typewriters..

Are the best for those
engaged in educational work.

We solicit the closest investigation from School Boards, Superintendents, Principals, and Teachers. Our catalogue is interesting.

BLICKENSDERFER MANUF'G CO.,

182 Broadway, New York.

608 Washington St., Boston.

148 La Salle St., Chicago, Ill.

317 Superior St., Cleveland, O.

18 Wall St., Atlanta, Ga.

418 Wood St., Pittsburg, Pa.

1002 Chestnut St., Phila., Pa.

98 Griswold St., Detroit, Mich.

Executive Office and Factory, Stamford, Conn.

CYR'S READERS

By Ellen M. Cyr.

Ready in June

Cyr's Fifth Reader

Cyr's Fifth Reader has been prepared on the same lines as the Third and Fourth Readers. The plan adopted in the previous Readers of making young people acquainted with a few of our great authors is continued in this book. Sketches of Goldsmith, Wordsworth, Burns, Milton, Shakespeare, etc., are introduced, amply illustrated with portraits and pictures of the homes of these authors. Choice selections have also been made from other authors whose writings are especially interesting and instructive to pupils of Fifth Reader grade. The book is fully illustrated with vignette portraits of the authors chosen, besides many original illustrations based upon the text and designed especially for this book.

Teachers and school officials who are looking for the best and latest school readers are cordially invited to write to us. Descriptive circulars sent postpaid to any address.

GINN & COMPANY, Publishers,

BOSTON

NEW YORK

CHICAGO

ATLANTA

DALLAS

Silicate Slates



Have you seen the new Silicate light gray **Blackboard**, recently placed on the market by the N. Y. Silicate Book Slate Co.? This is the latest improvement in blackboards produced by the Company, and meeting with success in the principal Boards of Education, Universities, Private Schools, Stock Exchanges, Brokers' Offices, and valuable in Kindergarten work. Surpasses anything ever made. The strain on the eyes is greatly reduced, school-rooms are made lighter, chalk marks are more legible—Prices are the same as our regular blackboards.

Send for illustrated catalogue on Silicate Book Slates, Blackboard Cloth, and a full line of Silicate Goods.

Beware of imitations under our Trade Marks

Manufactured by the

N. Y. SILICATE BOOK SLATE CO.,

Cor. Vesey & Church Streets, New York.

Diplomas

[Highest Award World's Fair.]

There is only one Diploma given for years of study and final success. It is a treasured evidence of efficiency and training; why should it not be artistic, a Beautiful Memento of a day that can never come again? Why not, when a Diploma of this kind can be obtained at reasonable cost, as cheaply, indeed, as the ordinary old-fashioned ones once could be.

We have designed and lithographed in artistic form a variety of these Diplomas. They are designed to meet the requirements of any kind of School, the figures and devices being emblematic. Blank spaces are left so that the name of the school, location, department, name, etc., can be printed or lettered in, and this we do in handsome style when desired; or we can supply them blank in any number on brief notice. Filled out to order that cost is added, but the entire cost is not within the lines of expensiveness.

Designs are furnished for special Diplomas upon request. In writing for samples and prices, state kind of School and number needed.

C. L. RICKETTS,

162 Dearborn St., - - CHICAGO.

The Scribner Series of School Reading

In Uniform Binding. Each 12mo. 60 Cents, Net.

FANCIFUL TALES.

By FRANK R. STOCKTON. Edited, with Notes for use in Schools, by JULIA ELIZABETH LANGWORTHY, with an introduction by MARY E. BURT. 135 pages. Illustrated.

CHILDREN'S STORIES IN AMERICAN LITERATURE.

By HENRIETTA CHRISTIAN WRIGHT. *First Book*, 1660-1860, 249 pages; *Second Book*, 1860-1896, 277 pages.

THE HOOSIER SCHOOL BOY.

By EDWARD EGGLESTON. Edition specially arranged by the Author for use as a Reader in Schools. 126 pages. Illustrated.

POEMS OF AMERICAN PATRIOTISM.

Chosen by BRANDER MATHEWS. 285 pages.

The names of *Eggleston*, *Field*, and *Stockton* are household ones throughout the country, and represent contemporary American literature. *Miss Burt's* story of the Odyssey is a fascinating preface to the study of Ancient History and Mythology, and is unique in being at the present time used in the Schools of Athens and Berlin in Modern Greek.

Miss Wright's two volumes of stories contain a delightfully vivid and entertaining series of sketches of the chief American writers, and furnish the preparation for later studies in literature, while *Miss Seawell's* Twelve Naval Captains and *Mr. Mathews'* collection of Poems of American Patriotism appeal to every enthusiastic boy and girl. Their thrilling recital of noble deeds is a fitting supplement to the more prosaic though necessary text-book study.

THE EUGENE FIELD BOOK.

Verses, Stories, and Letters for School Reading. Edited by MARY E. BURT and MARY B. CABLE. Introduction by GEORGE W. CABLE. 134 pages. Illustrated.

ODYSSEUS THE HERO OF ITHACA.

By MARY E. BURT. A Translation of the Story of Odysseus as used in the schools of Athens and Berlin. 120 pages. Illustrated.

TWELVE NAVAL CAPTAINS.

By MOLLIE ELLIOT SEAWELL: John Paul Jones, Richard Dale, William Bainbridge, Richard Somers, Edward Preble, Thomas Truxton, James Lawrence, Oliver H. Perry, Stephen Decatur, Isaac Hull, Charles Stewart, Thomas Macdonough. 233 pages. Illustrated.

GORDY'S HISTORY OF THE UNITED STATES.

Crown Octavo. 480 pages. Illustrations and Maps. \$1.00, net.

H. S. TARBELL, Supt. of Schools, Providence, R. I.—"I think you have made a history of which you and your publishers may well be proud. The mechanical execution is superior and the text shows everywhere the hand of the historian and the schoolmaster. You evidently know how to teach school and how to present history to students."

Western Office—
334 Dearborn St., Chicago.

CHAS. SCRIBNER'S SONS, 153-157 Fifth Av., New York.

Educators and Brain Workers

from all parts of the world, use and commend

CROSBY'S Vitalized Phosphites



for the relief and prevention of all weaknesses resulting from overwork and anxiety. It gives active brain and nerves exactly what they need for their nutrition and normal action and will help any case of mental or nervous exhaustion. Shall we send you a descriptive pamphlet?

VITALIZED PHOSPHITES is a highly concentrated white powder from the phosphoid principle of the ox brain and wheat germ formulated by Prof. Percy, more than thirty years ago. It contains no narcotic.

Prepared only
by



56 W. 25th Street,
New York City.

If not found at Druggists, sent by mail (\$1.00).

Crosby's Cold and Catarrh Cure.

The best remedy known for cold in the head, sore throat, and influenza. It does not contain cocaine, morphine, nor narcotic of any description. By mail, 50 cents.



MARY, "QUEEN OF SCOTS."

Famous Beauties

Every woman cannot have such a beautiful face as Mary, "Queen of Scots," but every woman can have a graceful form by wearing

KABO CORSETS \$1.00

CELEBRATED FOR

STYLE, FIT, COMFORT. No Brass Eyelets.

Kabo Corsets, made in 80 styles from different materials, are modeled to fit and give perfect form to every wearer, range in price from \$1.00 to \$3.00.

Some Style Kabo will fit you perfectly. Style No. 372, as shown, is made of White, Drab, or Black Coutil, with Satin stripes; sizes: 18 to 30; 12-inch front steel; no brass eyelets to show undergarments. Lace and baby ribbon trimming top and bottom. The best \$1.00 Corset that can be made.

Your dealer sells them or will order for you if not in stock; if he will not, send his name and \$1.00, giving size and color desired, and we will send you one postpaid.

Booklet, FREE, showing Famous Beauties and 80 styles Kabo Corsets for the name of your dealer

Chicago— CHICAGO CORSET CO. —New York

SCHOOL BOARD NUMBER.

FORTY-FOUR PAGES.

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME LVIII., No. 22.
\$2.00 A YEAR, 10 CENTS A COPY.

JUNE 3, 1899

61 E. 9th St., New York.
267 Wabash Av., Chicago, Ill.

FOR TEACHERS AND SCHOOLS

Baldwin's School Reading by Grades.

Furnished in eight books for graded schools; in five books for ungraded schools.

The most attractive series of readers ever published.

Natural Geographies.

Elementary . . . \$.60
Advanced . . . 1.25

The only school geographies having corresponding maps drawn on the same scale and showing correctly the relative size of countries.

SUPPLEMENTARY READING

| | |
|---|------|
| Baldwin's Fairy Stories and Fables | .535 |
| Fifty Famous Stories Retold | .35 |
| Eggleston's Stories of Great Americans for Little Americans | .40 |
| Stories of American Life and Adventure | .50 |
| Guerber's Story of the Chosen People | .60 |
| Story of the Greeks | .60 |
| Story of the Romans | .60 |
| Story of the English | .65 |
| Story of the Thirteen Colonies | .65 |
| Story of the Great Republic | .65 |
| Clarke's Story of Troy | .60 |
| Story of Aeneas | .45 |
| Story of Caesar | .45 |
| Brooks's Stories of the Old Bay State | .60 |
| Payne's Geographical Nature Studies | .25 |
| Dana's Plants and Their Children | .65 |
| Kelly's Short Stories of Our Shy Neighbors | .50 |
| Needham's Outdoor Studies | .40 |

McMaster's School History of the United States.

Price \$ 1.00
Special attention paid to the industrial development of the country since 1815.

Rice's Rational Spelling Book.

Part I., \$.15
Part II.,20
Small number of words used as compared with the ground covered. Frequent reviews and drills.

Patterson's American Word Book

A progressive plan in which spelling, punctuation, and capitalization are coördinated.

NEW SCHOOL OF METHODS.

HINGHAM, MASS.,
August 7—18.

CHICAGO, ILL.
July 24—August 4.

For Superintendents, Specialists, and Grade Teachers.

DEPARTMENTS.

| | |
|-------------------|--------------------------|
| School Music. | Arithmetic. |
| Drawing. | Methods. |
| Physical Culture. | Primary Methods. |
| Penmanship. | Moral Education. |
| English. | Philosophy of Education. |
| Geography. | |

Lyte's Language Series.

Elementary English \$.35
Elements of Grammar and Composition50
Advanced Grammar and Composition
The sentence the unit of expression.

Overton's Applied Physiology.

Primary \$.30
Intermediate50
Advanced80
Special attention paid to the effects of alcohol and narcotics. New cuts.

Natural Course in Music.

Seven books and charts. A rational method of teaching vocal music. Good music used in conjunction with good poetry.

HIGHER TEXT BOOKS

| | |
|--|--------|
| Harkness's Complete Latin Grammar | \$1.25 |
| Short Latin Grammar | .30 |
| Harper and Gallup's Cicero's Orations and Letters | 1.30 |
| Kirtland's Correspondence of Cicero | .50 |
| François' Introductory French Prose Composition | .25 |
| Rogers's French Sight Reading | .40 |
| Irish's Qualitative Analysis | .50 |
| Todd's New Astronomy | 1.30 |
| Cooley's Students' Manual of Physics | 1.00 |
| Waldo's Elementary Meteorology | 1.50 |
| Apgar's Birds of the United States | 2.00 |
| Dana's Revised Text-Book of Geology | 1.40 |
| Halleck's Psychology and Psychic Culture | 1.25 |
| Fisher's Brief History of the Nations | 1.50 |
| Forman's First Lessons in Civics | .60 |
| Peterman's Civil Government | .60 |
| Willoughby's Rights and Duties of American Citizenship | 1.00 |

Milne's Arithmetics.

Elements \$.30
Standard65

Probably the most successful series of arithmetics published during the last twenty-five years.

Barnes's National Vertical Penmanship.

Eight Books and Charts.

The best system of developing the three essentials of good penmanship, legibility, rapidity, and beauty.

For descriptive circulars and special information regarding these and many other superior text-books, please write to

AMERICAN BOOK COMPANY

New York

Cincinnati

Chicago

Boston

Atlanta

Portland, Ore.

ANTISEPTIC SLATES

...FOR SCHOOLS...

Endorsed by the BOARD OF HEALTH of New York, and

Adopted by the BOARD OF EDUCATION for the Greater New York and Philadelphia, Pa.

They require no moisture whatever to erase the pencil marks. Hardwood frame sizes, 5 x 8, 6 x 9, and 7 x 10 inches, also in leaf slates and bound in cloth book form.

We are the only manufacturers of the **Holly Antiseptic Slates**, which are sold under our registered trade mark on each slate.

We are the original manufacturers of

SILICATE SLATED CLOTH,

ROLL BLACKBOARDS, SLATED PAPER,
WALL AND REVOLVING BLACKBOARDS,
BOOK SLATES, BLACK DIAMOND
AND ANSERINE SLATING,
IVORINE SHEETS, AND BLACK SHEETS.

BEWARE OF IMITATIONS.

Send for New Catalogue and Discounts.

The Holly Silicate Slate Co.,

MANUFACTURERS,

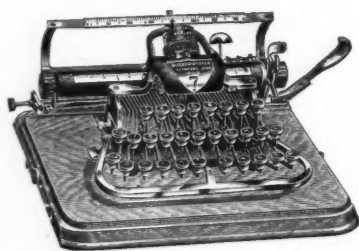
30 & 32, Shoe Lane,
London, E. C., England.

180 Fulton St., NEW YORK.

Saracen Chambers, Snow Hill, London E. C., England.

Educate the Children.

Blickensderfer



..Typewriters..

Are the best for those engaged in educational work.

We solicit the closest investigation from School Boards, Superintendents, Principals, and Teachers. Our catalogue is interesting.

BLICKENSDERFER MANUF'G CO.,

325 Broadway, New York. 606 Washington St., Boston.
148 La Salle St., Chicago, Ill. 317 Superior St., Cleveland, O.
18 Wall St., Atlanta, Ga. 418 Wood St. Pittsburg, Pa.
1062 Chestnut St., Phila., Pa. 98 Griswold St., Detroit, Mich.

Executive Office and Factory, Stamford, Conn.

WILLIAMS & ROGERS' LATEST

PUBLICATION, ENTITLED

Office Routine and Book-Keeping,

Brings the practices of the counting-room into the school-room in the most practical and fascinating way. The work which the pupil is required to do is an exact counterpart of that done by the professional book-keeper. THE VOUCHERS WHICH HE HANDLES, and from which his records are made, are *fac-similes* of those used by the best business houses. These vouchers are said to be the finest that have ever been issued for school purposes, and are a distinctive feature of the publication.

This work is especially adapted for use in the Commercial Department of High Schools, Normal Schools, and Academies. It has been introduced into a large number of schools throughout the country, and in every case is giving complete satisfaction.

Descriptive circulars and specimen sheets free.

ADDRESS

WILLIAMS & ROGERS, Publishers,

ROCHESTER, N. Y.

334 Dearborn St., CHICAGO, ILL.

PERFECT DRAWING PENCILS.

Hardtmuth's "Koh-i-noor"



"Koh-i-noor"
Does not Break
or Smear

"Koh-i-noor"
Erases Easily

"Koh-i-noor"
Outlasts
all Other Pencils

"Koh-i-noor"
is made in 16
Degrees, there-
by suits all
purposes

TEACHERS OF DRAWING should remember that the work of the pupil reflects either credit or discredit upon the teacher. Instruct your pupils to always use "KOH-I-NOOR" pencils and CREDIT will reflect upon both teacher and pupil.

"KOH-I-NOOR" pencils are for sale by all dealers.

L. & C. HARDTMUTH,

VIENNA & LONDON.

AMERICAN OFFICE:

123 West Houston Street, - - NEW YORK.



ELLEN M. CYR,
Author of "Cyr's Readers."

CYR'S READERS.

A series of Readers which provides the choicest and purest literature for children, arranged in the most judicious manner to meet the gradual unfolding of the mind. It is pre-eminently a literary series, making the child acquainted with the best authors and teaching him to appreciate their works.

READY IN JULY.

CYR'S FIFTH READER.

Send a postal giving your name and address, and receive by return mail our new "CYR BOOKLET" of sixty-four pages, illustrated with many portraits and pictures of the homes of standard American and English authors.

GINN & COMPANY, Publishers,

BOSTON

NEW YORK

CHICAGO

ATLANTA

DALLAS

U-NEED-A SILICATE BOOK SLATE

CHILDREN are delighted with our Silicate Book Slates, because they are light, have a fine, smooth, beautiful surface, erased without moisture, bound in fine black cloth, and makes no noise in the school-room. Our light gray Silicate BLACKBOARD recently placed on the market surpasses anything yet produced, the strain on the eyes is greatly reduced, school-rooms are made lighter, chalk marks are more legible, etc. Send for our illustrated catalogue on our Silicate Blackboard Cloth. REVOLVING AND WALL BLACKBOARDS, ROLL BLACKBOARDS, LIGHT GRAY DIAMOND, and our BLACK DIAMOND SLATING, etc. Beware of imitations under our trade marks. For sale by all the leading jobbing houses in every city in the United States.

N. Y. SILICATE BOOK SLATE CO.,
Corner Vesey and Church Streets, New York.

Telephones



THE most perfect **School Apparatus** ever offered in the Telephone Line.
Systems adapted to every possible requirement. No large school can afford to be without this means of communication between Departments.

Send for Catalogue and Further Information.

COUCH & SEELEY CO.,
TELEPHONE MANUFACTURERS,
212 Summer St., Boston, Mass.

Charles Scribner's Sons' New Books

A System of Ethics.

By FRIEDRICH PAULSEN. Translated and edited by Frank Thilly, Professor of Philosophy in the University of Missouri. 8vo, \$3.00, net.

Professor Paulsen's work is a guide for all persons interested in ethics as a practical science of conduct. The first book surveys moral philosophies from Greek times to the present. The second reviews the fundamental questions of ethics, answering them in each case with soundness of judgment and common sense. The third defines virtues and duties. Modern pessimism, hedonism, and Nietzscheanism, suicide, temperance, and the lie of necessity are among the subjects discussed.

Scribner Series of School Reading.

In Uniform Binding; each 12mo, net, 60 cents.

Fanciful Tales.

By FRANK R. STOCKTON. Edited by Julia Elizabeth Langworthy, with an Introduction by Mary E. Burt. 135 pages. Illustrated.

Children's Stories in American Literature. By HENRIETTA CHRISTIAN WRIGHT. *First Book*, 1660-1860, 249 pages; *Second Book*, 1860-1896, 277 pages.

The Eugene Field Book.

Verses, Stories and Letters for School Reading. Edited by MARY E. BURT and MARY B. CABLE. Introduction by George W. Cable. 134 pages. Illustrated.

Poems of American Patriotism.

Chosen by BRANDER MATHEWS. 285 pages.

Twelve Naval Captains.

By MOLLY ELLIOT SEAWELL. 233 pages. Illustrated.

The Cable Story Book.

Selections for School Reading. Edited by MARY E. BURT and LUCY L. CABLE. Illustrated.

This book has been prepared in response to an urgent demand from various sources for a volume of selections from Mr. Cable's most popular books for school readers.

Odysseus the Hero of Ithaca.

By MARY E. BURT. A Translation of the Story of Odysseus as used in the Schools of Athens and Berlin. 120 pages. Illustrated.

A History of the United States.

By WILBUR F. GORDY, Principal of the North School, Hartford, Conn. Crown, 8vo, 480 pages, \$1.00, net.

The Hoosier School Boy.

By EDWARD EGGLESTON. Edition specially arranged by the Author for use as a Reader in Schools. 126 pp. Illustrated.

CHARLES SCRIBNER'S SONS, 153-157 Fifth Avenue, New York.

Western Office: 334 Dearborn Street, Chicago.

Educators and Brain Workers

from all parts of the world use and commend

CROSBY'S Vitalized Phosphites



for the relief and prevention of all weaknesses resulting from overwork and anxiety. It gives active brain and nerves exactly what they need for their nutrition and normal action and will help any case of mental or nervous exhaustion. Shall we send you a descriptive pamphlet?

VITALIZED PHOSPHITES is a highly concentrated white powder from the phosphoid principle of the ox brain and wheat germ formulated by Prof. Percy, more than thirty years ago. It contains no narcotic.

Prepared only
by



56 W. 25th Street,
New York City.

If not found at Druggists, sent by mail (\$1.00).

Crosby's Cold and Catarrh Cure.

The best remedy known for cold in the head, sore throat, and influenza. It does not contain cocaine, morphine, nor narcotic of any description. By mail, 50 cents.

KABO CORSETS, \$1.00

Celebrated for STYLE, FIT, COMFORT

NO BRASS EYELETS



Style No. 372 (as shown), is made of White, Drab or Black Coutil, with Sateen strips, sizes, 18 to 30; 12-inch front steel; no brass eyelets to soil undergarments. Lace and baby ribbon trimming top and bottom. The best \$1.00 Corset that can be made. Your dealer sells them or will order for you if not in stock; if he will not, send his name and \$1.00, giving size and color desired, and we will send you one postpaid.

Elegant Book "FAMOUS BEAUTIES"

Sent Free

CHICAGO CORSET COMPANY, CHICAGO AND NEW YORK

